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ABSTRACT

New York State's syllabus for instruction in Latin is designed to help local school district personnel fulfill state mandates and develop curricula consistent with state standards. It identifies the components of intended learning outcomes and implications for instruction, but does not specify instructional methods to be used. The guide outlines the overall educational philosophy and communicative approach on which the syllabus is based; describes the benefits of studying Latin; states the syllabus goals and their relationship to specific Board of Regents goals; defines and describes the four components of communication (functions, situations, topics, and proficiencies) and their relationship to the intended learning outcomes; identifies areas of linguistic and cultural study to be addressed; lists the intended learning outcomes; describes a curriculum development process that can be used locally; offers suggestions for teaching Latin for communication and presents a classroom example integrating the elements and components of communication; suggests interdisciplinary activities to enhance language instruction; describes uses of technology for enhancing instruction; and discusses the role of evaluation in language instruction. A list of overall Board of Regents goals for elementary and secondary education is appended. (MSE)

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ED286379

Latin for Communication

New York State Syllabus

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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Cover photo. Demeter, Triptolemus, and Persephone. Votive relief from Eleusis, c. 44 B.C. Athens, National Museum.

In this fifth century Greek sculpture of which a Roman copy also exists, Demeter or Ceres, the Roman goddess of grain, communicates the mysteries of Eleusis to the young boy Triptolemus. Demeter, aided by her daughter Persephone, transmits the knowledge and tools of agriculture to Triptolemus. He, in turn, is sent all over the world to teach a fundamental element of civilization to humanity.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, N.Y. 12234

TO: Persons with Responsibility for Developing, Implementing, and Evaluating Programs for Latin

FROM: Edward T. Lalor, Director, Division for Program Development
Jane Algozzine, Director, Division of Language Skills

This publication, Latin for Communication, is a framework for the development of local curricula which will integrate principles of second language acquisition with New York State program requirements and the Board of Regents goals for elementary and secondary education.

The syllabus places emphasis on communicative proficiency, language skills, and the understanding and appreciation of the ideas and culture of an ancient civilization.

It is intended as a working document for educators at the district and classroom level to use when they assess, modify, or develop their local district curriculum and classroom instructional objectives. It serves as a guide to the following areas:

- Statement of philosophy
- Review of Regents goals
- Components of communication
- Description of learning outcomes
- Process of curriculum development
- Implications for instruction
- Role of evaluation
- Suggestions for interdisciplinary activities
- Uses of technology

This publication has been sent to District Superintendents, Superintendents and Administrators of Public and Nonpublic Schools, Public School Teachers of Latin K-12, and Public School Supervisors.

Additional copies are available from:

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ATTN: Latin Syllabus

Latin for Communication

New York State Syllabus

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
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Fabrician bridge across the Tiber River, Rome

FOREWORD

Latin for Communication is designed to help local school district personnel develop curricula and programs that will fulfill New York State mandates to provide students with instruction in a second language. It will also help to meet Board of Regents goals for elementary and secondary education as they pertain to second language acquisition.

Curriculum specialists, classroom practitioners, and staff of the Bureau of Foreign Languages Education participated in developing this syllabus. Their names appear in Appendix A, and their contributions are acknowledged with gratitude.

The first step in the development of the Latin syllabus was taken by participants in a Curriculum Symposium in March 1984. Latin representatives at this symposium reviewed, critiqued, and adopted with modifications a framework for identifying communicative skills to be developed as the result of Latin instruction in New York State.

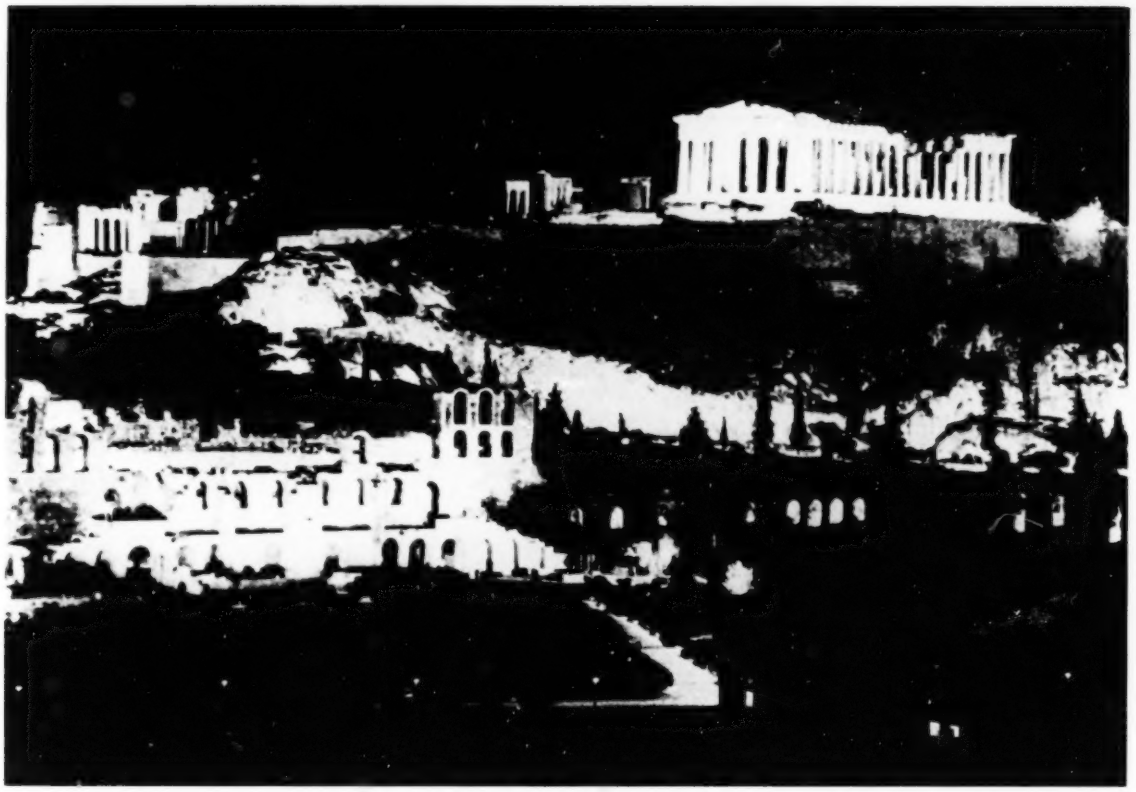
In July and August 1984, a team of writers identified and wrote specific learning outcomes to be achieved at three instructional intervals. The instructional intervals are identified in the syllabus as Checkpoints A, B, and C. During the ensuing months, Bureau of Foreign Languages Education staff prepared the syllabus draft.

In March 1985, the draft was reviewed and critiqued by members of a Syllabus Review Committee and by additional consultants. Several curriculum writers rendered valuable assistance in revising the draft following this review.

During September – November 1985, a field review of the syllabus draft was conducted among all teachers of Latin in New York State. The State Education Department is grateful to all teachers who contributed their thoughtful comments and suggestions. The draft was revised on the basis of the field review responses.

Staff of the following State Education Department units provided technical assistance: Center for Art and Design (cover design, internal graphics, and format); Center for International Programs and Comparative Studies (draft review); Bureau of Bilingual Education (draft review); Bureau of English and Reading Education (draft review); Office for Education of Children with Handicapping Conditions (draft review); Office for Nonpublic Schools (draft review); and Bureau of School and Categorical Programs Evaluation (field review design and tabulation of responses).

The syllabus was completed under the supervision of Edward T. Lalor, Director, Division for Program Development, and Paul E. Dammer, Chief, Bureau of Foreign Languages Education. All major activities related to this project were coordinated by Ann W. Lamkins, Associate in Curriculum Development, and Richard C. Gascoyne, Associate in Foreign Languages Education.



The Acropolis, Athens

INTRODUCTION

Communication is at the heart of the Latin syllabus. The student of Latin has a direct line to the ancient world, to a different time and a different place. Reading Latin provides access to the mind and spirit of the Romans and through them to the Greeks. In learning the language, the ideas, and the culture of this ancient civilization, the Latin student becomes uniquely equipped to communicate more effectively in English.

The study of ancient Greek is also a second language option in the schools of New York State. Such study often supplements a strong Latin program. If the philosophy, goals, and principles of a course of study in ancient Greek are consistent with those of *Latin for Communication: New York State Syllabus*, such a course can be considered to be within the scope of this syllabus and acceptable for the granting of Regents credit.

This syllabus is a working document for local curriculum developers to use as they assess, modify, or develop district and classroom programs for the study of a second language. It includes the following:

- *Philosophy* – sets the stage; places today's priorities for the study of Latin in a context of history; explains the communicative approach on which the syllabus is based.
- *Rationale* – describes the benefits of studying Latin.
- *Goals* – states the goals of this syllabus, which are based on and support the goals of the Regents of the State of New York as stated in the *Action Plan to Improve Elementary and Secondary Education Results in New York*.
- *Learning Outcomes: An Introduction* – identifies the elements of learning outcomes, their components, and their relationship to three checkpoints in the total instructional program.
- *Learning Latin: Components of Communication* – describes four components of communication in any language and analyzes each in relation to the concept of Latin for communication.
- *Developing Language Skills* – describes the subdivisions of grammar, vocabulary, word study, and derivation as they apply to Latin, English, and language in general.
- *Developing Cultural Awareness* – identifies five major areas of Greco-Roman civilization and describes how they are an integral part of the concept of Latin for communication.
- *Learning Outcomes: The Checkpoints* – identifies the components of communication by checkpoints.
- *Curriculum Development* – describes a process by which the framework of the syllabus can be used to develop a specific local curriculum in Latin.
- *Implications for Instruction* – offers suggestions for teaching Latin for communication and presents a classroom example which integrates the elements and components of communication.
- *Interdisciplinary Activities* – discusses ways to enhance the teaching of Latin by promoting the interrelatedness of studies in all disciplines.
- *Technology* – describes ways to enhance the teaching of Latin by using available technology such as television and computers.
- *Evaluation* – discusses the role of evaluation in teaching a second language.

How long a time lies in one little word.
– Shakespeare

Athena, Naples Museum

PHILOSOPHY

The human race at every age must search for its own identity. Each ethnic unit, each cultural entity, each nation has participated in the search. In the twentieth century, we have seen the world's peoples become increasingly interdependent. As Americans, we require greater abilities to understand social, political, economic, and humanistic issues of global complexity. We must communicate in the languages of the world and in our own language in order to maintain and project our identity and in order to carry our search for identity into a new century.

Part of our identity as a people and as a nation is in the past. Western civilization, including our national culture, derives much from the cultures of Greece and Rome. We are a living link with these ancient civilizations. Latin was a medium of communication, the vehicle of prose and poetry, the language of speeches, and the language of graffiti scratched on a shopkeeper's wall. In medieval times, as the Romance languages were developing in parts of what had been the Roman Empire, Latin continued to be the language of communication in the church, the courts, and international affairs. In the Renaissance, Greek and Latin learning were rediscovered; the revival of interest in classical culture transformed Western civilization. Stimulated by the philosophy, the art, the spirit, and the ideals of the ancients, the Age of Enlightenment then rejuvenated and enriched the heritage from Greece and Rome and passed it on to the modern world.

The reinterpretation of the past is likewise an enterprise to be undertaken in every age. In American colonial times, Greek and Latin were at the center of a theologically oriented curriculum. By the nineteenth century, they were an integral part of a secondary school curriculum dictated by college entrance requirements for the professions of law, medicine, and the ministry. Most high school students in the first quarter of the twentieth century studied Latin, while the number of those studying Greek declined.

The quality of words, the company they keep, their strange and sometimes unaccountable fortunes as they journey down through the centuries are rewarding fields of exploration.
— J. Donald Adams

In the 1920's, an advisory committee of the American Classical League undertook a monumental study of Latin and Greek in the secondary schools, *The Classical Investigation*. The number of students studying Latin and Greek at the advanced level was, they felt, scandalously low. The committee proposed a scheme of ultimate objectives aimed at the progressive development of the ability to read and understand Latin. They advocated a functional rather than a strictly analytical approach to reading Latin.

In 1956, the *Syllabus in Latin* for New York State secondary schools emphasized the humanistic values of study of the classics and proposed a detailed set of practical guidelines for action. In 1971, a new syllabus, *Latin for Secondary Schools*, blended the latest theories of structural linguistics with a series of relevant readings from a wide variety of Latin authors. All of these guidelines have continuing value. The current syllabus incorporates and builds on the ideas contained in them.

Student skit

RATIONALE

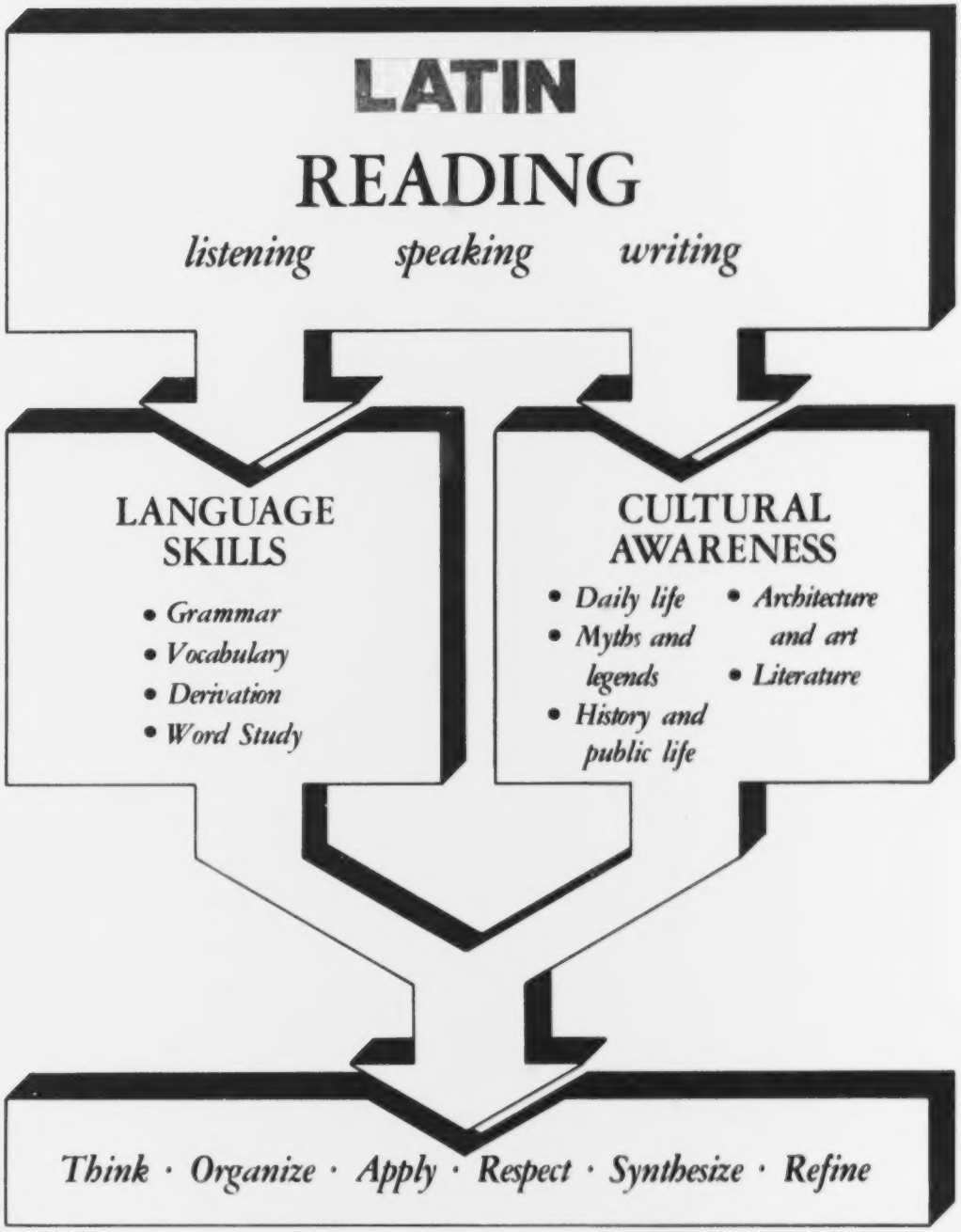
The search for identity and the ongoing reinterpretation of the past must continue to involve educational strategies that work with contemporary students. Today's rationale for foreign language study is to improve the ability of students to communicate.

In modern languages, direct communication with native speakers is the ultimate goal. In Latin, however, communicative skills are developed in Latin and at the same time, communicative skills in English are consciously developed. Students learn Spanish primarily to communicate in Spanish with Spanish-speaking people. In contrast, students learn Latin to have access to the mind and spirit of the Romans (and through them to the Greeks), to gain awareness of their cultural heritage, and to improve their ability to communicate in English.

All students can benefit from the study of Latin. Historically, Latin has been a part of the basic academic curriculum, and it continues to be a viable second language option. Successful Latin programs help students with problems in language skills to gain new insights and to improve their development in English. Latin programs enable advanced students to communicate with the ancient world, to work creatively with that knowledge in the modern world, and to open lines of communication to the future. In learning the language, the ideas, and the culture of ancient Rome, Latin students become uniquely equipped to communicate more effectively in English.

When words fail, wars begin . . . When wars finally end, we settle our disputes with words. – Wilfred Funk

The goals of Latin for Communication



GOALS

The goals of Latin for communication, in the spirit of the Regents Action Plan, address the needs of today's students as they prepare to meet the challenges of tomorrow's world. The Board of Regents in its *Action Plan to Improve Elementary and Secondary Education Results in New York* has identified ten Regents goals for elementary- and secondary-school students. They are given in Appendix B, with those that especially pertain to Latin set in boldface type. The goals of learning Latin are listed here in four categories: communication, language skills, cultural awareness, and general education.

Communication

Learning Latin – Reading, Listening, Speaking, Writing

The primary goal of Latin for communication is the development of reading skills in Latin, supported by the skills of listening, speaking, and writing. The Regents Action Plan delineates the following goals related to communication in a foreign language:

- Each student will master communication skills as a foundation to:

  speak, listen to, read, and write at least one language other than English.

- Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

  language and literature in at least one language other than English.

Language Skills

Grammar, Vocabulary, Derivation, Word Study

Latin for communication is concerned with the development of language skills in Latin and of language skills in general. Grammar, vocabulary, derivation, and word study are elements of language skills important to the study of Latin and of immediate practical communicative value in English and subsequent foreign language study.

The goals of the Regents Action Plan that are supported by the goals of language skills in Latin for communication are the following:

- Each student will master communication skills in order to:

  speak, listen to, read, and write clearly and effectively in English;

  comprehend written, spoken, and visual presentations in various media.

Cultural Awareness

Daily Life, Myths and Legends, History and Public Life, Architecture and Art

Latin for communication establishes goals of cultural awareness of the Greco-Roman civilization in the areas of daily life, myths and legends, history and public life, architecture and art, and literature. Cross-cultural comparisons are important in each area. The Regents Action Plan delineates the following goals related to the goals of cultural awareness as addressed in the plan of Latin for communication:

- Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and will develop the skills to express personal artistic talents. Areas include:

  understanding of the diversity of cultural heritages;

  ways to develop knowledge and appreciation of the arts;

  ability to use cultural resources of museums, libraries, theater, historic sites, and performing arts groups;

  aesthetic judgments and the ability to apply them to works of art.

- Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and in other countries. Included are:

  knowledge of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems;

  knowledge of American political, economic, and social processes and policies at national, state, and local levels.

- Each student will develop the ability to understand, respect, and accept people of different race, sex, ability, cultural heritage, national origin, religion, and political, economic, and social background as well as their values, beliefs, and attitudes.

Early Doric Temple, Paestum

Sanctuary of Apollo, Delphi

General Education

Think, Organize, Apply, Respect, Synthesize, Refine

Learning Latin is a part of the student's total learning experience. General educational goals of thinking, organizing, applying, respecting, synthesizing, and refining bodies of knowledge and attitudes toward people are results of building language skills and cultural awareness through Latin for communication. The following general educational goals of the Regents Action Plan are supported by the goals of Latin for communication:

- Each student will master communication skills in order to:

  think logically and creatively;

  apply reasoning skills to issues and problems;

  determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.

- Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:

  English language and literature

  history and social sciences

- Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:

  understanding and acceptance of the concepts of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights;

  respect for self, others, and property as integral to a self-governing, democratic society;

  ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.

- Each student will learn knowledge, skills, and attitudes which enable development of self-esteem.

- Each student will develop a commitment to lifelong learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.

Roman Banquet

LEARNING OUTCOMES: AN INTRODUCTION

The primary purpose of this syllabus is to specify student learning outcomes at three instructional intervals consistent with the philosophy, rationale, and goals of Latin for communication. The learning outcomes are stated in terms of what students ought to be able to do with Latin and how well they should do it.

The following outline identifies the elements of learning outcomes and their components:

I. Components of Communication
   - A Topics
   - B Situations
   - C Functions
   - D Proficiencies

II. Language Skills
   - A Grammar
   - B Vocabulary, Derivation, and Word Study

III. Cultural Awareness
   - A Daily Life
   - B Myths and Legends
   - C History and Public Life
   - D Architecture and Art
   - E Literature

The topics, situations, and functions are the "what" of communication. The elements of language skills and cultural awareness pervade the components and assume an importance worthy of separate analysis. The proficiencies are the "how well" of communication. The integration of these elements and their components constitutes the learning outcomes.

The learning outcomes are measured at three different checkpoints: A, B, and C. These checkpoints denote the intervals at which students' proficiencies in dealing with specific topics, situations, functions, language skills, and cultural awareness will be measured:

CHECKPOINT A –	learning outcomes for one unit of Regents credit. (Proficiency Examination)
CHECKPOINT B –	learning outcomes for three units of Regents credit. (Regents Comprehensive Examination)
CHECKPOINT C –	learning outcomes for five units of Regents credit. (Local Examination)

Note: Standards for local diploma credit will be established by local schools.

Language is the indispensable mechanism of human life—of life such as ours that is molded, guided, enriched and made possible by the accumulation of the past experience of members of our own species.
– S. I. Hayakawa

The syllabus organizes *learning outcomes* in two ways:

I. Learning Latin: Components of Communication (p. 12)
   - Topics
   - Situations
   - Functions
   - Proficiencies

   Language Skills (p. 23)

   Cultural Awareness (p. 27)

II. Learning Outcomes: The Checkpoints (p. 33)
   - Checkpoint A
   - Checkpoint B
   - Checkpoint C

LEARNING LATIN: COMPONENTS OF COMMUNICATION

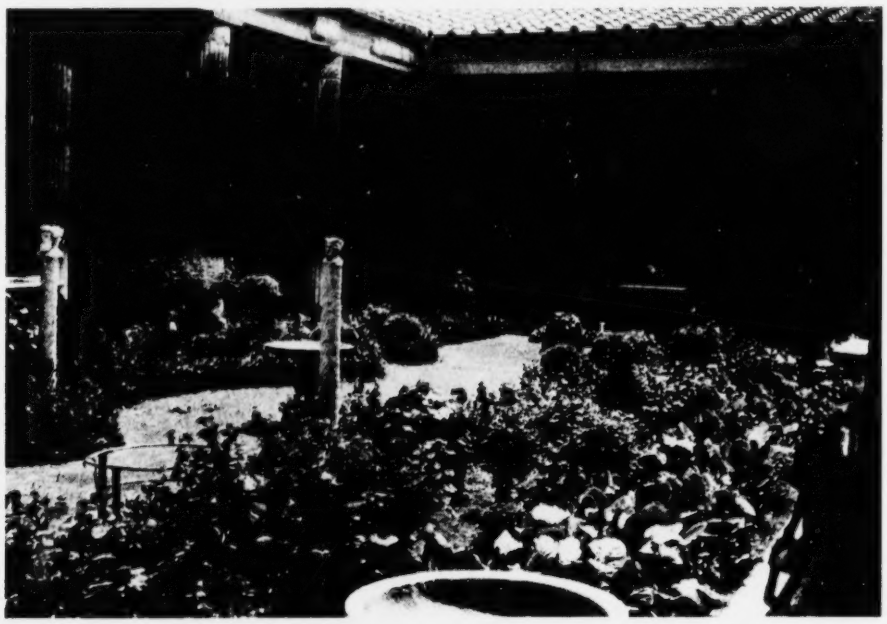
The following listing of learning outcomes by components of communication provides an overview of topics, situations, functions, and proficiencies. These lists should be the basis for the coordination and articulation of a total program. They are the basis for the selection of materials consistent with Latin for communication. They illustrate a spiraling progression of knowledge and skill built on previous knowledge and practice. The lists of the components of communication provide an outline description of learning outcomes, the basis of curriculum structure and program development.

The four components of communication are:

1. TOPICS – the subjects on which communication occurs;
2. SITUATIONS – the processes through which communication occurs: reading, listening, speaking, and writing;
3. FUNCTIONS – the purposes of communication;
4. PROFICIENCIES – the degree of facility and complexity with which communication occurs.

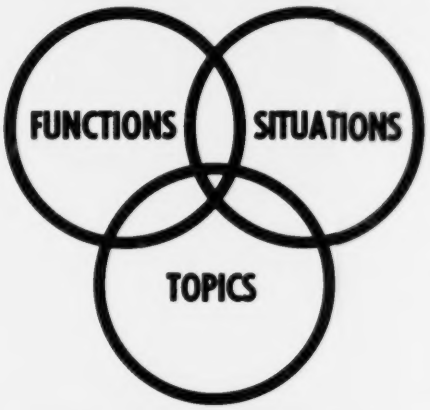
The first three components (topics, situations, and functions) are the "what" of communication; the proficiencies are the "how well." For example, a person reads (situation), in Latin or in English, about a house (topic) for the purpose of obtaining facts (function). This is the "what" of communication. The proficiency level is the "how well." One person might attain very basic ability to read about the rooms of a Roman house in Latin composed for instructional purposes. Another might attain a highly sophisticated ability to read about the house of Trimalchio in the original Latin of Petronius.

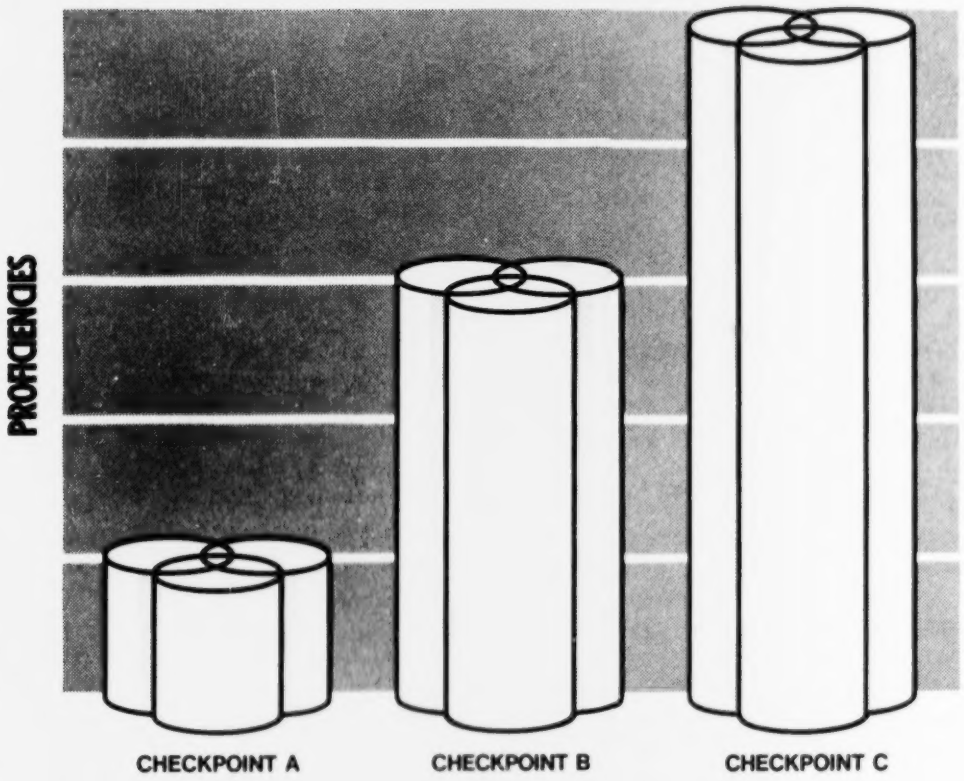
In addition, one might attain from the study of Latin a proficiency in English language skills that would help, while reading the classified ads in a local newspaper, to understand the meaning of an *atrium*-style living room or *riparian* rights to beachfront property. Language skills and cultural awareness are discussed in succeeding chapters.



Peristyle, house of the Vetii, Pompeii

COMPONENTS OF COMMUNICATION





Topics

One of the components of any act of communication is the topic on which the communication occurs. A short letter of Cicero might contain twelve topics, such as names, health, character, family members, geography, topography, weather, calendar, roads, modes of travel, political issues, and sites. Each of these topics is worthy of consideration and discussion in the study of Latin. Topics such as these may be introduced in the Latin classroom in a variety of communicative situations, at various times and levels in the Latin program, and with greater or lesser attention devoted to them at any given time or level. A progressive spiraling or accumulation of knowledge about each of the given topics occurs over the whole course of study.

The purpose of the following list is to offer common topics of reading in Latin and to suggest a point at which some accumulated knowledge about each can be expected to be demonstrated. Most of the topics will be introduced at the earliest stage of language development (prior to Checkpoint A) and will continue to be presented and expanded at subsequent levels (prior to Checkpoints B and C respectively).

While the list of topics is meant primarily as an analysis of communication in the reading situation, it also serves as a list of topics of communication in the situations of listening, speaking, and writing, and of situations in which English as well as Latin is the medium of communication.

The topics have been arranged partly to correspond with the student's world, but more fundamentally to correspond to categories of experience in the world of ancient Rome. The topics begin with personal identity and expand into widening spheres of space, time, society, and culture.

The assignment of topics to specific checkpoints is an indication of when a minimum body of knowledge is to be accumulated; it is not an indication of the entry level for a topic.

	A	B	C
Personal identification			
names	•	•	•
sex	•	•	•
age	•	•	•
nationality	•	•	•
occupation	•	•	•
physical characteristics and parts of the body	•	•	•
health	•	•	•
clothing	•	•	•
character	•	•	•
House and family			
house	•	•	•
apartment	•	•	•
country home	•	•	•
rooms	•	•	•
furnishings	•	•	•
garden	•	•	•
family members	•	•	•
birth	•	•	•
childhood	•	•	•
coming of age	•	•	•
marriage		•	•
family life		•	•
death and funerals			•
Physical environment			
geography	•	•	•
topography		•	•
city and town	•	•	•
province and country		•	•
weather	•	•	•
natural catastrophes		•	•
plants and animals	•	•	•
calendar		•	•
time		•	•
Meal taking, food and drink			
everyday family fare	•	•	•
banquets	•	•	•
Educational system			
number system	•	•	•
school life	•	•	•
structure and curriculum		•	•
literature		•	•
oratory and rhetoric		•	•
philosophy			•

	A	B	C
Earning a living			
occupations	•	•	•
preparation and training		•	•
Leisure			
recreation and baths	•	•	•
athletics	•	•	•
holidays	•	•	•
circus	•	•	•
arena	•	•	•
theater			•
Travel			
roads	•	•	•
modes of travel		•	•
inns		•	•
host-guest		•	•
mail and letter writing		•	•
Politics and government			
personalities	•	•	•
government and organization		•	•
public services (sewers, aqueducts, bridges)		•	•
political issues		•	•
the military		•	•
law		•	•
Social structure and economic life			
class structure	•	•	•
shops	•	•	•
commerce and trade		•	•
coinage			•
Religion			
deities, functions and attributes	•	•	•
traditions and customs	•	•	•
festivals	•	•	•
religious events		•	•
augury			•
sacrifice			•
Architecture and art			
buildings	•	•	•
sites and city planning		•	•
sculpture			•
painting			•
mosaics			•
Myths and legends			
gods and goddesses	•	•	•
heroes	•	•	•
traditional oral tales	•	•	•
meaning and interpretation			•

A dictionary is merely the universe arranged in alphabetical order. – Anatole France

Situations

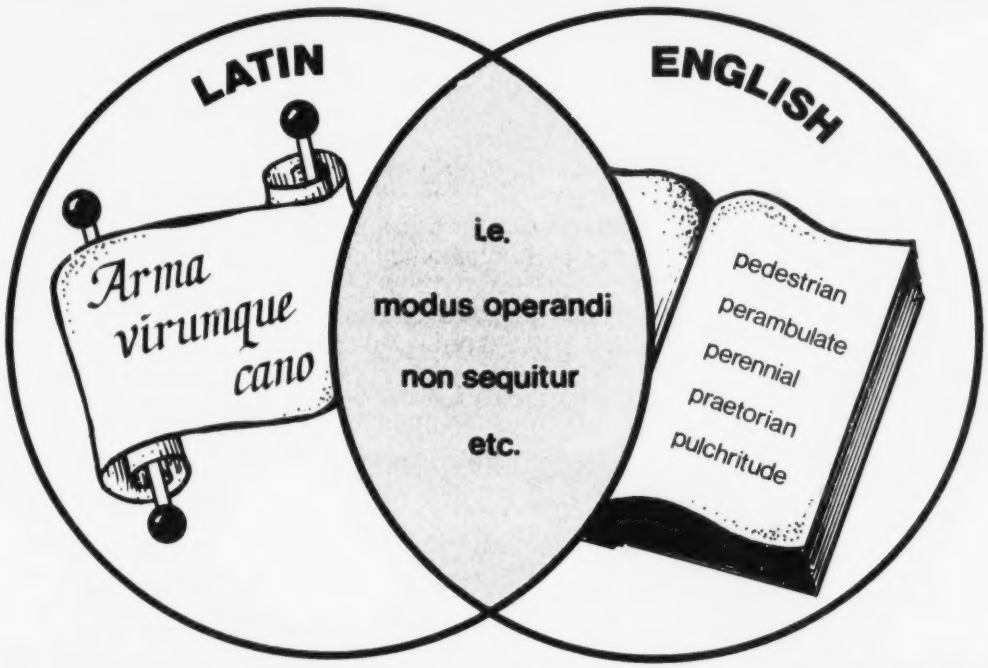
Latin is a classical language that was but no longer is generally spoken in everyday situations and one that has exerted a great influence on the Romance languages and English. In teaching and learning Latin, communicative skills of three sorts should be developed:

1. skills in **Latin**,
2. skills involving **Latin and English** at work together,
3. skills in **English** that have been influenced by Latin.

Communicative skills have been defined as receptive skills (listening and reading) and productive skills (speaking and writing). With Latin, reading takes priority. The listening/speaking skills in Latin will generally be limited to reading aloud, repeating, answering questions, and oral interpretation of texts. Actual interaction on the listening/speaking level will generally be limited to questions, answers, and basic conversations in the classroom, all employed as supports to the reading skill. As study of the language progresses, emphasis will shift to reading of passages aloud and development of skills in oral interpretation of literary texts. Attention needs to be focused on the ways Latin has entered English and influenced English linguistically and culturally. Finally, communicative skills in English as they relate to the language and ideas of the Romans will be developed. Communication in the situations of reading, writing, listening, and speaking will be truly bilingual and cross-cultural.

In the following table, situations are arranged to illustrate a flow of communication from Latin to English. Each group of situations (reading, listening, speaking, writing) starts with **Latin**, proceeds to specific situations in which the interrelationship of **Latin and English** is the main focus, and ends with specific situations in which **English** has been influenced by the language and culture of the Romans. This flow is shown in the table below with appropriate shading.

CROSS-CULTURAL TRANSFER



SITUATIONS

	A	B	C
Reading			
Reads with understanding Latin composed for acquisition of content and/or language skills	•	•	•
Reads with general and specific comprehension adapted Latin authors		•	•
Reads with general and specific comprehension Latin prose authors		•	•
Reads with general and specific comprehension Latin authors of poetry			•
Reads Latin phrases and abbreviations in inscriptions, monuments, and records	•	•	•
Reads Latin phrases and abbreviations used in English	•	•	•
Reads with understanding words of Latin origin in English	•	•	•
Listening			
Recognizes classical or ecclesiastical pronunciation	•	•	•
Understands spoken Latin in classroom situations	•	•	•
Understands Latin phrases used in English	•	•	•
Understands English words and ideas associated with classical origins	•	•	•
Speaking			
Produces orally the classical or ecclesiastical sound system	•	•	•
Reads prose aloud	•	•	•
Reads poetry aloud			•
Uses Latin with peers and teacher in classroom situations	•	•	•
Uses Latin terms in English speech and conversation			•
Uses conversational and formal English that incorporates Latin elements (prefixes, bases, and suffixes)		•	•
Writing			
Writes Latin responses to oral or written stimuli	•	•	•
Writes in English the general or specific meaning of Latin passages	•	•	•
Writes English that incorporates Latin elements (prefixes, bases, and suffixes)		•	•
Writes English using Latin influences in words, structures, and ideas			•

[redacted] [redacted]

LATIN **LATIN/ENGLISH** **ENGLISH**

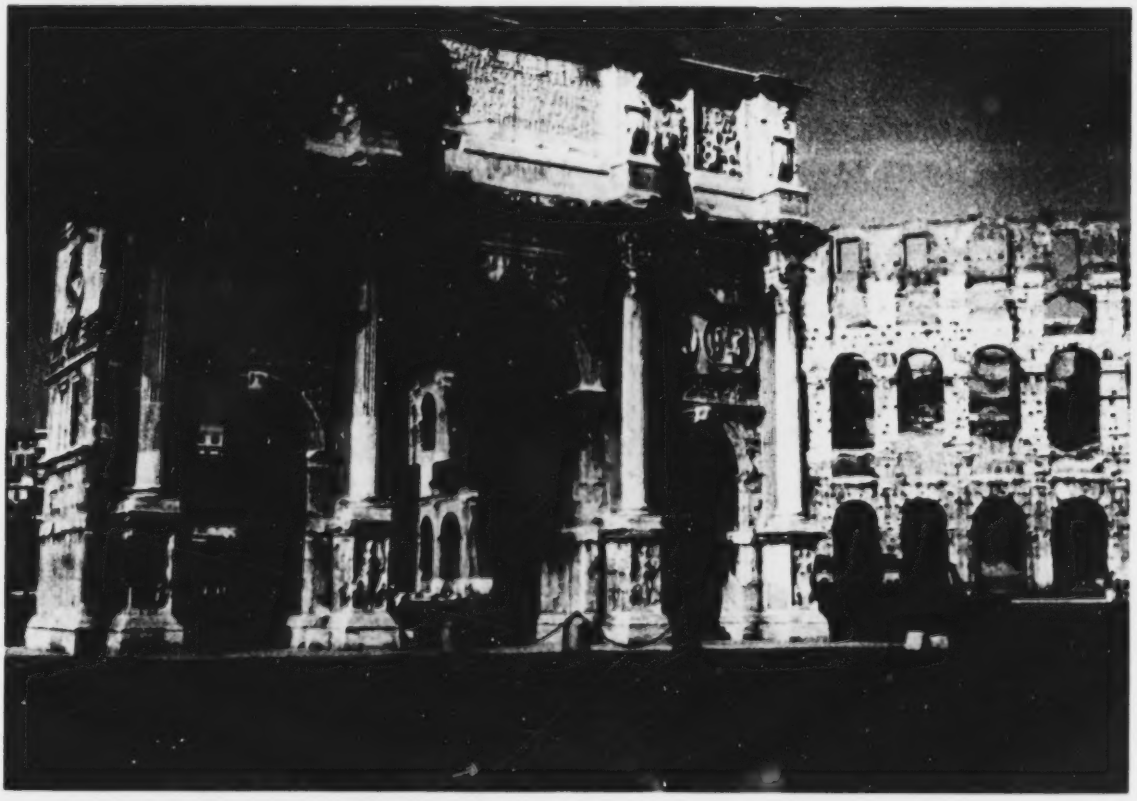
Functions

Functions denote the purposes of communication. In the study of Latin, there are two basic functions: to communicate *in Latin* and to improve communication *in English*. The communication in Latin will be primarily through reading to obtain information about facts, events, opinions, attitudes, and feelings and to gain access to literary texts. The communication in English may involve any of the four skills (reading, listening, speaking, writing) as well as the element of cultural awareness.

For example, in order to learn facts and events, a student may read in Latin an adapted version of Livy's account of how Pyrrhus defeated the Romans. That reading will facilitate communication in English when the student later hears the expression "Pyrrhic victory" used in a history class.

The following functions are basic to Latin for communication:

	A	*B*	*C*
To gain information in *Latin* about:			
facts	•	•	•
events	•	•	•
opinions		•	•
attitudes			•
feelings			•
To gain access to literary texts in *Latin*			•
To aid communication in *English* through:			
language skills	•	•	•
content and idea	•	•	•
style			•



Arch of Constantine, Rome

Proficiencies

Proficiency is the degree of facility with which communication occurs. This is the "how well" of communication. In order to evaluate student performance, checkpoints and guidelines must be established.

The term proficiency is not intended to mean perfection or native fluency. It is a measure for determining how well a student has achieved a stated aim. A beginning student will have little control of Latin with respect to the entire body of knowledge and range of skills that the study encompasses, but the same beginning student, when judged on well-defined standards of proficiency for a beginner, may have achieved excellent results.

Communication is the ultimate objective of second language study as outlined here. Although the delineation of proficiencies is a guideline for testing, communication is a situation of life, and the ultimate test of proficiency is life.

Proficiencies are listed under six headings:

1. *reading,*
2. *listening,*
3. *speaking,*
4. *writing,*
5. *language skills,*
6. *cultural awareness.*

They are then subdivided into proficiencies appropriate at Checkpoints A, B, and C. Proficiencies at each checkpoint are broken into smaller elements with an example of how that element of proficiency might be checked.

Reading – Reading is the proficiency that students of Latin should develop to the highest degree. As students progress from beginning to advanced study, they must constantly increase their ability to read Latin texts.

Listening, Speaking, Writing – The proficiencies of listening, speaking, and writing serve to help students develop their reading skills; they are not ends in themselves. They are included as proficiencies because a certain ability in each of these areas is necessary if students are to develop their reading skills to the fullest extent possible.

The amount of time that students spend developing each proficiency will not remain constant through the three checkpoints. For example, simple classroom interactions in Latin, choral repetition, and dictation are most appropriate prior to Checkpoint A as a means of introducing students to the sounds and forms of the language. Reading will become more and more prominent as the student progresses, both in terms of time spent on it and in terms of the complexity of the texts studied.

Language Skills – In order to communicate in Latin, by reading or by any other means, students must know grammar and vocabulary. The list of language proficiencies is an outline of what may be expected of students at the three checkpoints with a special emphasis on how their skills in Latin influence the development of corresponding skills in English. Word study and derivation are addressed here.

Cultural Awareness – Cultural proficiencies increase as the skills of reading, listening, speaking, and writing develop. They pervade the study of Latin. They are stated as part of the goals of Latin for communication and are checked in the proficiency tables in the following areas: daily life, myths and legends, history and public life, architecture and art, and literature.

READING

Checkpoint A

Understands the simple connected materials composed for acquisition of content and/or language skills (e.g., student reads in Latin, responds to questions in Latin or in English based on the reading, and gives the meaning of the Latin passage in English)

Begins to develop an understanding of Latin grammar in context and to recognize some general principles of grammar (e.g., student knows that the direct object is in the accusative case)

Begins to show the ability to deduce meaning from context (e.g., student recognizes that *properat* indicates that a subject is hurrying, since the subject in context is running)

Checkpoint B

Understands composed Latin and passages adapted from Latin authors – general and specific comprehension is limited to selected passages in familiar Latin sentence patterns

The ability to deduce meaning is increased (e.g., student understands the adapted version of a passage from Aulus Gellius)

Has an increased knowledge of Latin grammar in context (e.g., student can pick out and explain a purpose clause in a letter of Cicero)

Checkpoint C

Reads and understands selected authors of prose and poetry with some assistance (e.g., student expresses in English the meaning of a selected, annotated passage from Vergil)

Separates main ideas from lesser ones and uses that distinction to advance understanding of the material (e.g., student can read a letter of Pliny for the main idea without letting lesser details interfere with overall comprehension)

Analyzes Latin grammar in context (e.g., student recognizes Vergil's use of the dative of place to which instead of *ad* and the accusative)

Recognizes features of an author's style (e.g., student recognizes tricolon as a feature of Cicero's style)

LISTENING

Checkpoint A

Recognizes the sounds of the Latin language (e.g., student listens to a Latin passage read aloud)

Comprehends simple spoken Latin statements and questions based on classroom situations and Latin questions based on reading or visual/oral stimuli (e.g., teacher and students interact in a simple conversational situation: *Quis es?– Sum Marcus.*)

Begins to recognize and appreciate phrase grouping, voice inflection, and meaningful expression when simple Latin is read aloud (e.g., student recognizes a prepositional phrase as a group)

Checkpoint B

Comprehends simple spoken Latin statements or questions based on a classroom situation or a simple Latin passage read aloud because of an increased familiarity with the sounds, words, forms of expression, and phrase grouping of the Latin language (e.g., in response to *claude ianuam,* student closes the door)

Checkpoint C

Recognizes and appreciates the artistic merits of Latin prose and poetry when read aloud (e.g., student listens to a Latin poem read aloud and recognizes the use of metrical form and poetical devices)

Distinguishes between classical and ecclesiastical pronunciation (e.g., student hears the difference in the reading of the *Aeneid* as opposed to the reading of *Carmina Burana*)

The more words you know, the more clearly and powerfully you will think . . . and the more ideas you will invite into your mind. – Wilfred Funk

SPEAKING

Checkpoint A

Repeats correctly words or phrases spoken by the teacher (e.g., student repeats words on teacher's model)

Reads aloud, with generally correct pronunciation, texts with familiar vocabulary (e.g., student reads a Latin passage with careful attention to pronunciation)

Responds to simple oral stimuli in the classroom situation and to questions based on reading passages (e.g., student responds in Latin to the stimulus *Quid agis hodie?* by replying *Bene, et tu?*)

Checkpoint B

Reads familiar Latin aloud with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in classroom situations (e.g., student reads a Latin passage with appropriate expression)

Responds to oral stimuli in the classroom situation and to oral or written questions based on reading passages (e.g., student answers in Latin simple, factual questions asked in Latin or in English about a familiar reading passage)

Checkpoint C

Reads Latin prose and poetry with attention to features such as metrical structure (e.g., student demonstrates correct reading of Catullus' hendecasyllabic verse)

Reads with appropriate phrase grouping, voice inflection, and expression (e.g., student reads with emotion a speech of Dido from Vergil's *Aeneid*)

WRITING

Checkpoint A

Writes simple Latin in response to oral or written stimuli in a classroom situation (e.g., in response to *Quid est?* as teacher points to a window, student writes *Fenestra est.*)

Responds in simple written Latin and in English to questions based on Latin reading or visual/oral stimuli (e.g., student writes *Marcus laborat* in response to *Quid facit Marcus?* as teacher holds up an appropriate picture)

Writes simple, connected Latin as read aloud by the teacher (e.g., student takes a dictation)

Expresses in written English the meaning of simple composed passages of Latin (e.g., student writes the English of a simple Latin passage)

Checkpoint B

Responds in simple written Latin and in English to questions based on composed Latin passages adapted from Latin authors (e.g., student writes answers in English to questions based on an adapted passage from Cornelius Nepos)

Expresses in written English the general or specific meaning of a passage adapted from a Latin author (e.g., student writes an English translation of an adapted passage from Caesar)

Checkpoint C

Expresses in English the general meaning of Latin passages of prose or poetry, assisted by glosses (e.g, student writes answers in English to questions based on a Latin passage from a speech of Cicero)

Expresses in English the specific meaning of a Latin passage of prose or poetry, assisted by glosses (e.g., student writes the translation of a selected passage from Catullus, using a dictionary or glosses)

Every letter we write, every sentence we utter, may be a work of art or a smudge.
–G. C. Bonner

LANGUAGE SKILLS

Checkpoint A

Begins to demonstrate a knowledge of basic Latin vocabulary and an awareness of Latin roots in English (e.g., *soror – sorority*)

Begins to demonstrate a knowledge of some elements of Latin grammar and English grammar by comparison and contrast (e.g., student can recognize such elements as noun, verb, prepositional phrase, perfect tense, and accusative case)

Begins to demonstrate a knowledge of word building in Latin and in English through a study of Latin prefixes and suffixes (e.g., *re + mitto – remit*)

Understands simple Latin phrases and abbreviations in English (e.g., *etc.*)

Checkpoint B

Has a knowledge of basic Latin vocabulary and an increased English vocabulary based on Latin (e.g., *deleo – delete*)

Has an increased knowledge of Latin grammar and a correspondingly increased knowledge of English grammar (e.g., subjunctive mood, passive voice)

Derives meaning in English and in Latin based on an increased knowledge of word building (e.g., *ex + facio = efficio – efficient*)

Has an increased knowledge of Latin phrases, mottoes, and abbreviations in common English usage (e.g., *E pluribus unum*)

Checkpoint C

Demonstrates a knowledge of Latin vocabulary and an increased English vocabulary based on it (e.g., *sidus – sidereal*)

Demonstrates a knowledge of Latin grammar and English structure by comparison and contrast (e.g., student can explain the syntax of a word as it appears in a passage of Vergil and can render it into good idiomatic English)

Demonstrates an increased knowledge of derivation and word study (e.g., *mater* (Latin), *matriarch* (English), *madre* (Spanish and Italian), *mere* (French)

CULTURAL AWARENESS

Checkpoint A

Has knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture and recognizes manifestations of them in the modern world (e.g., student recognizes a Corinthian column on a local bank)

Checkpoint B

Has an increased knowledge of selected facts of Greco-Roman myths and legends, architecture and art and of their influence on subsequent civilizations (e.g., student knows that Rome was founded in 753 B.C. and knows the legend of its founding)

Has knowledge of some aspects of Roman daily life, history, and public life and of their influence on the modern world (e.g., student knows the tribune's veto power and sees that the system of checks and balances is common to ancient Rome and the United States)

Begins to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of these facts to the Western literary tradition (e.g., student is acquainted with several works of Cicero and recognizes that influence on modern literature)

Checkpoint C

Demonstrates a knowledge of selected facts of Greco-Roman daily life, myths and legends, history and public life, and architecture and art and of their influence on subsequent civilizations (e.g., student knows the myth of Orpheus and can recognize and appreciate its influence in painting and music)

Demonstrates an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of the modern Western literary tradition (e.g., student knows the story of Dido and Aeneas from reading Vergil and appreciates its influence in art)

DEVELOPING LANGUAGE SKILLS

Latin for communication implies that a message delivered in Latin can speak in today's world. In reading that message, exciting things happen. Language skills are sharpened; cultural awareness is deepened. The goals of Latin for communication are to read Latin, to hear Latin, and, to a degree, to speak and write Latin responses. Through these activities, students of Latin grow in their knowledge and understanding of the vocabulary and grammar of the Latin language. By extension, they also grow in their understanding of how Latin has influenced English and the Romance languages. In fact, Latin serves as a natural starting point for learning other languages and for gaining a better understanding of our own language. There is a linguistic link between the ancient and modern worlds.

The development of these language skills is a continuous process that occurs at each level of Latin study and builds on the topics, situations, and functions that have been encountered at earlier levels. Language skills pervade all topics, all situations, all functions, and all proficiencies.

GRAMMAR

In acquiring the ability to read Latin, students gain linguistic insights into a second language and new facility in understanding and manipulating English. The teaching of grammar has had such an impact on education that a traditional name for elementary education has been "grammar school." The grammar that was taught was often a Latin-based grammar. Although the role of grammar in education and the nature of the grammar taught have changed in recent times, knowledge of Latin grammar remains an important element in the stated goals of the Latin syllabus.

Following is a list of the elements of grammar regularly studied in Latin programs in the schools. The names of the grammatical terms themselves need not be a major concern, nor the order, nor the level at which they are taught. The assignment to a checkpoint is intended to suggest that the acquisition of grammar is a progressive development. The checkpoints do not indicate the level at which a grammatical point is introduced but rather the point at which some accumulated knowledge has been achieved.

GRAMMAR AND FORMS – Syntax and morphology

	A	B	C
Agreement			
Finite verb with its subject	•	•	•
Adjective with noun	•	•	•
Appositive		•	•
Relative pronoun		•	•
Cases			
Nominative:			
Subject of the finite verb	•	•	•
Predicate nominative	•	•	•
Predicate adjective	•	•	•
Genitive:			
Possessive	•	•	•
With *cupidus* and *causa*		•	•
With verbs of remembering and forgetting			•
Dative:			
Indirect object	•	•	•
With certain adjectives		•	•
With certain intransitive verbs		•	•
With compound verbs		•	•
Purpose		•	•
Reference		•	•
Agent with passive periphrastic		•	•
Of possessor		•	•
Accusative:			
Direct object	•	•	•
Duration of time, extent of space		•	•
Place to which	•	•	•
With certain prepositions	•	•	•
Subject of infinitive		•	•
With middle voice			•
Specification			•

	A	B	C
Ablative:			
Place where	•	•	•
Place from which	•	•	•
Time when or within which		•	•
Accompaniment	•	•	•
Comparison	•	•	•
Manner		•	•
Personal agent		•	•
Means	•	•	•
With certain prepositions		•	•
Description			•
Respect			•
With certain deponents		•	•
Ablative absolute		•	•
Degree of difference			•
Ablative with *dignus*		•	•
Vocative	•	•	•
Locative		•	•
Verbs			
Indicative mood:			
Independent clauses	•	•	•
Present tense	•	•	•
Imperfect tense	•	•	•
Future tense	•	•	•
Perfect tense	•	•	•
Pluperfect tense		•	•
Future perfect tense		•	•
Passive voice		•	•
Deponent verbs		•	•
Declarative and interrogative	•	•	•
Relative clauses		•	•
Other dependent clauses		•	•
Infinitive:			
Complementary	•	•	•
Subject or object of finite verb		•	•
Indirect statement		•	•
Historical			•
Imperative:			
Present active	•	•	•
Present passive (deponents)		•	•
Future			•
Negative		•	•

	A	B	C
Subjunctive:			
All tenses, both voices		•	•
Purpose		•	•
Result		•	•
Cum clauses		•	•
Indirect question		•	•
Sequence of tenses		•	•
Conditions		•	•
Relative clauses of characteristic		•	•
Volitive (hortatory and jussive)			•
Optative			•
Deliberative			•
Potential			•
Clauses after verbs of fearing and doubting			•
Clauses of attraction			•
Gerundive and gerund			•
Participles:			
Present		•	•
Perfect		•	•
Future active periphrastic		•	•
Passive periphrastic		•	•
Supine			•
Adjectives:			
Agreement	•	•	•
Substantive		•	•
Comparison		•	•
Pronouns:			
Personal	•	•	•
Demonstrative		•	•
Reflexive		•	•
Intensive		•	•
Relative		•	•
Interrogative		•	•
Indefinite		•	•
Adverbs:			
Formation and comparison		•	•

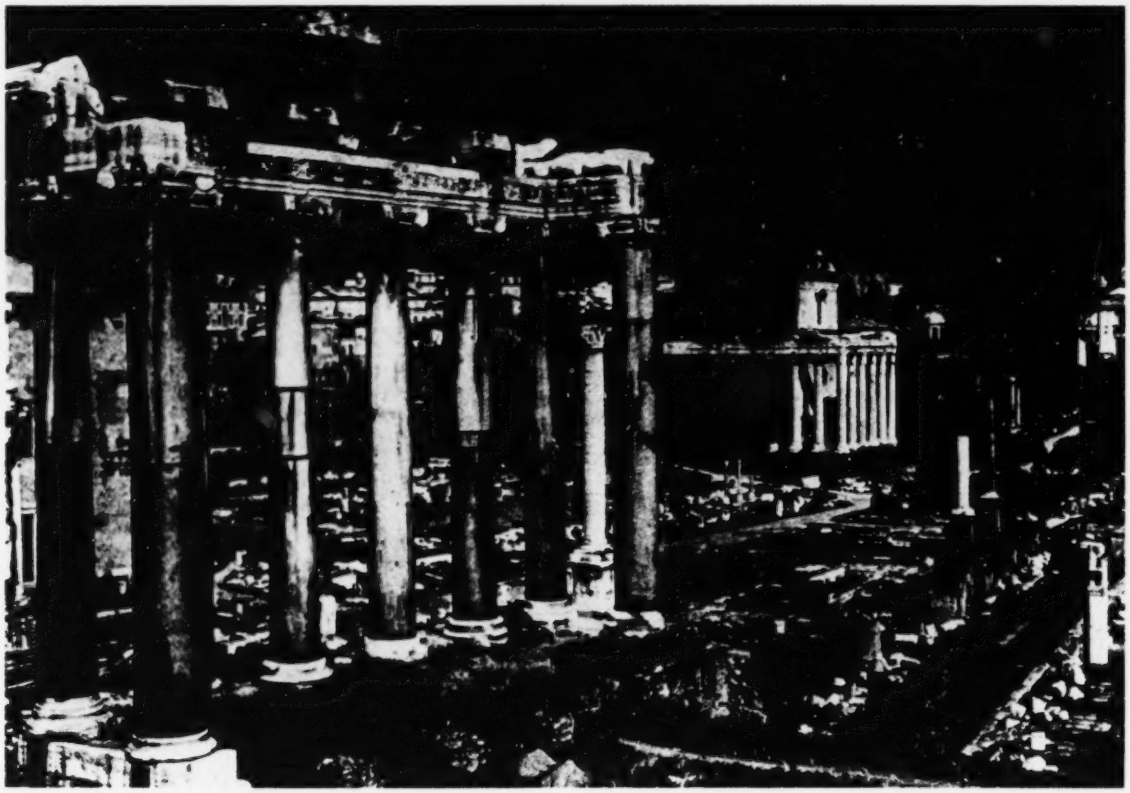
VOCABULARY, DERIVATION, AND WORD STUDY

Words are the instruments of language. A Latin vocabulary is necessary to read Latin; in acquiring that vocabulary, students are introduced to the way words are put together in Latin and in English. Vocabulary development, derivation study, and word building are skills that have practical value beyond the classroom.

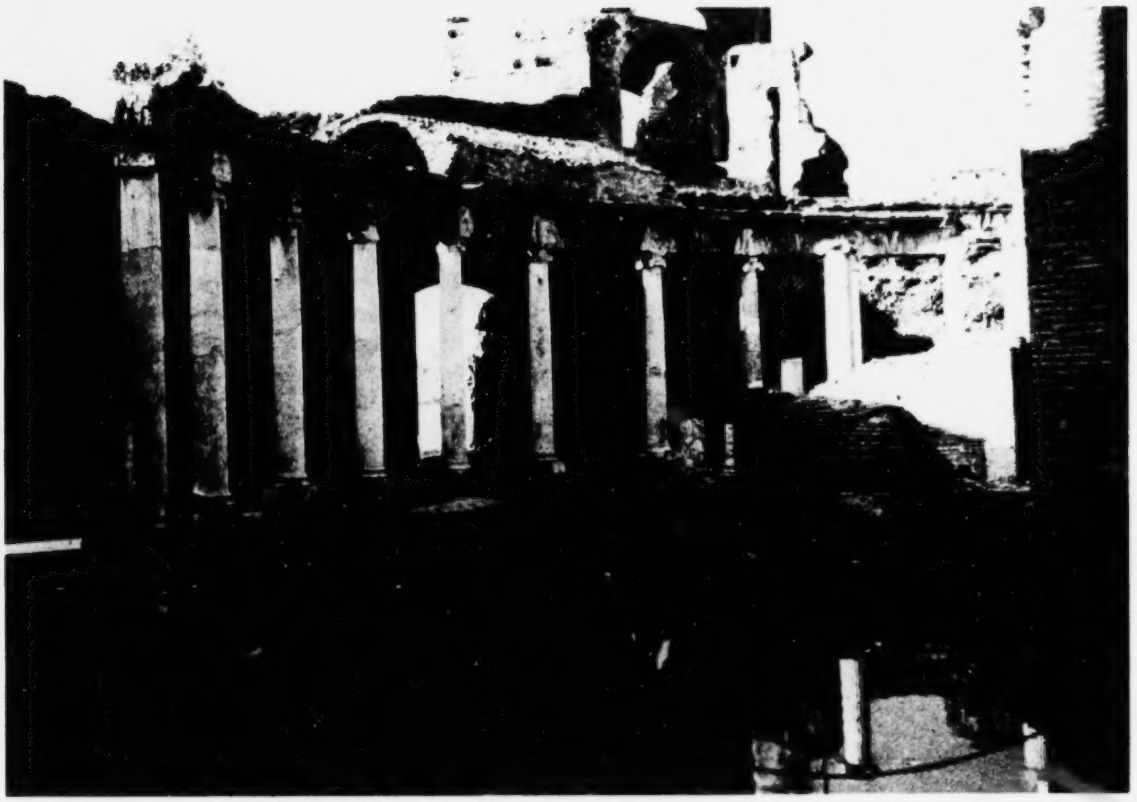
Beginning Latin students (Checkpoint A) will have a natural curiosity about new words. They will be interested in Latin as a language, where it came from, and what relationship it has with other languages and with their own language. Students' vocabularies will grow as they meet Latin words in communicative situations: reading, listening, speaking, and writing. Word building and derivation require special attention and emphasis at this level. The source of Latin vocabulary will be determined primarily by the readings in Latin, not by a predetermined vocabulary list. By the time students reach Checkpoint A, they will have a basic vocabulary that is associated with the list of topics, situations, and functions.

Intermediate students (Checkpoint B) will continue to learn vocabulary in context. They will develop increased skill in Latin word building; for example, they may recognize word families such as that represented by *cupio, cupidus,* and *cupiditas.* They will also expand their knowledge of prefixes, roots, and suffixes and will be able to recognize such linguistic phenomena as assimilation and vowel weakening (e.g., *ad + capio = accipio – accept*).

Students at the advanced level (Checkpoint C) will become sensitive to an author's vocabulary, to the appropriateness of word choice, to nuances of meaning, and to style. The English vocabulary of the advanced Latin student will demonstrate the acquisition of an accumulated linguistic knowledge. The original curiosity that sparked the process of learning words and learning about words will remain as a continuing interest.



The Roman Forum, Rome



Hadrian's Villa, Tivoli

DEVELOPING CULTURAL AWARENESS

As students grow in their command of language skills in Latin and in English, they will also become more and more familiar with the daily life, myths and legends, history and public life, architecture and art, and literature of the Greco-Roman world. All of these threads are interwoven into the fabric of what we know as Roman civilization. Latin students have the special opportunity to deal with the messages about these cultural threads in both Latin and English. They come to realize that the ancient world during the Roman Republic and especially in the Roman Empire was a microcosm of the world today – a multiethnic, multicultural, multilingual world. Through a study of these cultural threads in antiquity, students will be better equipped to analyze, understand, criticize, and respect the diverse cultural threads of the modern world and to achieve cross-cultural understanding.

The development of cultural awareness is a continuous process that occurs at every level of Latin study and builds on the topics, functions, and situations encountered at earlier levels. Cultural awareness pervades all topics, situations, functions, and proficiencies.

DAILY LIFE

Students are involved in daily routines, customs, and habits in their world. A natural way to draw students into the complexities of another world and its language is through the routines, customs, and habits of people of a different place and a different time.

A study of daily life pervades many of the topics listed in the components of communication, especially for beginning students (Checkpoint A). The facts and realities of daily life are outlined for these students under the topics of personal identification, house and family, meal taking, leisure, religion, and architecture and art. Matters of physical environment, the educational system, earning a living, travel, politics and government, and social structure and economic life are also topics that pervade daily life; they are more appropriate at the intermediate level (Checkpoint B). At the advanced level (Checkpoint C) students will expand their knowledge to include, for example, a more extensive view of literature as part of ancient education, as well as the place of oratory and rhetoric.

As with each of the cultural topics, it is best when students learn about daily life through the reading of Latin. Many textbook series focus on aspects of the everyday world in their introductory volumes. In addition, it is possible to expand the cultural content through appropriate supplemental readings on daily life in Latin or in English. Simple inscriptions on funerary monuments and graffiti on public buildings will interest beginning Latin students as a supplement to their text. The epigrams of Martial are useful in making the real world of the Romans come to life for Latin students even at an early stage of study. As students grow in their knowledge of language skills and in cultural awareness, they can learn in Latin facts about daily life that might have been introduced earlier in English. Selections from the writings of Pliny the Younger and from Petronius are particularly effective for giving a picture of everyday life in the Roman Empire. For intermediate and advanced students (Checkpoints B and C), the public scene presented in the orations of Cicero can be balanced with the private scene in his letters. Cicero, as father and husband, landholder, and ordinary citizen, is an important supplement to Cicero as politician, orator, and philosopher. Selections from Caesar can reveal the customs of the Gauls or of the Germanic tribes.

Reading in Latin or in English can be focused on topics of daily life; situations of writing, speaking, and listening can have a similar focus. In the beginning Latin classroom, questions can be asked in Latin about name, family relationships, everyday objects, and the weather, with students responding in Latin, either spoken or written. Stories read in a text can be retold in simple Latin, with the students taking the parts of characters from the story. The possibilities are many for using the Latin language creatively to communicate important and meaningful messages about cultural topics. A study of daily life pervades topics, situations, functions, and proficiencies. It is basic to a full and comprehensive study of the ancient world; it is also basic to a full and comprehensive study of the modern world.

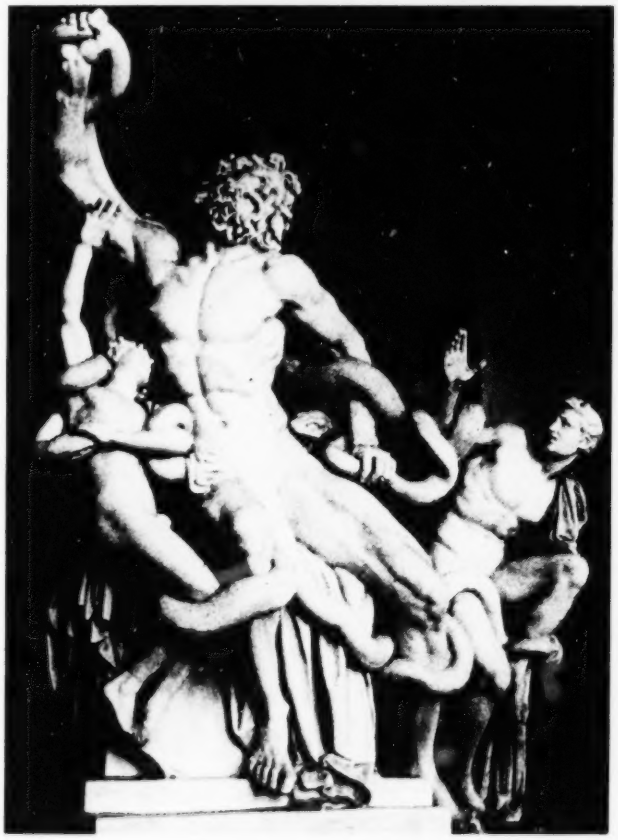
MYTHS AND LEGENDS

Many textbook series present the myths and legends of the Greco-Roman world at an early stage of study. Myths and legends are an aspect of the ancient world that most students have encountered before they enter the Latin classroom. Everyone enjoys a good story, and certainly the myths and legends of the Greeks and Romans are lively stories with elements of humor, love, pain, and fantasy that have immediate appeal to young students. Myths and legends give insights into the ways that the ancient world looked upon human existence and the universe. They are an important part of Latin for communication.

A study of myths and legends will be different for students of Latin at an early stage than it is for students at a more advanced stage. Stories in Latin are found in most texts. Students at an early stage of Latin study (Checkpoint A) should come to know the names of the major Olympian gods and goddesses and their chief attributes and functions. Students at this level can be introduced to the connection between mythology and religion in the Roman world. From the ranks of heroes, a few may be selected, such as Hercules, Aeneas, and Romulus. The selection will depend on the text used. Beyond meeting such mythological figures in a Latin passage, students can encounter them in other settings. Students might supplement a myth in Latin with other stories about the same deity or hero in English. A teacher can show mythological figures in sculpture, on coins, and in vase paintings. Students can become engaged in a variety of projects, dramatic skits, and audiovisual reinforcements that will make the deities and heroes come to life for them.

Latin students at the intermediate level (Checkpoint B) will expand on what was learned at an earlier stage of study. The passages in Latin about the mythological characters can be longer and more complex in structure. The myths and legends available in the textbook may be supplemented with Latin versions from other texts. At this level, emphasis generally turns to historical and literary considerations for which the previously accumulated knowledge and experience with myths and legends will serve as a background.

At the advanced level of Latin study (Checkpoint C), students will meet the gods and goddesses and the heroes, especially in selections in Latin from Vergil's *Aeneid* and Ovid's *Metamorphoses*. In the case of Vergil, students will learn in a depth not attained before how Roman legend and Roman history are interconnected. They will better understand the plight of Vergil's characters through the oral reading of the corresponding Homeric passage. In the case of selections from Ovid, students can compare the Roman version with later literary reworkings of the story (e.g., Pyramus and Thisbe with Romeo and Juliet). Also, the influence of Ovid upon artists of the Western tradition will add the visual to the literary dimension.



Laocoön group, Vatican Museum, Vatican City

HISTORY AND PUBLIC LIFE

It is difficult for students who live in the middle of a complex, modern world to develop a sense of history. In today's world, it is often impossible to sort out truth and gain an objective perspective because of one's proximity to events and issues. Studying the ancient world and using the Latin language as the means of understanding that world can provide opportunities to see a society grow, change, struggle, and eventually be superseded by another system. Moments of greatness are seen along with moments of weakness. The Latin class provides a unique opportunity to examine history and public life in the ancient Greco-Roman world and to gain insight into the present through the past.

All of the topics listed among the components of communications (p. 14) exist within a historical context. Beginning students (Checkpoint A) should gain a general sense of how Rome grew and expanded from a village in a legendary past, to a city at the center of an extensive Republic, to being a ruler over an empire that extended from Britain to North Africa and from Spain to the lands of the Eastern Mediterranean. A good way to focus this historical sense for beginning students is through the presentation of certain key Roman personalities, such as Romulus, Cincinnatus, Cato the Elder, Cornelia, Sulla, Julius Caesar, Augustus, Trajan, and others. These historical figures, many of whom were the center of public life, are often the subjects of Latin stories in introductory textbooks.

Since the emphasis at the beginning level is on mastery of basic language skills and on aspects of daily life, mythology, and architecture and art, it is appropriate that matters related to public life and the larger historical framework assume higher priority at the intermediate level (Checkpoint B) when the students are reading more extensive passages of Latin. A historical development from the legends of early Rome down to and through the history of the Republic is appropriate when students are reading selections from such authors as Cicero, Caesar, Catullus, Nepos, Sallust, and Livy. A detailed study of the early Roman Empire can best be achieved by advanced students (Checkpoint C) in connection with readings in Vergil, Horace, Ovid, Pliny, and Tacitus.

The emphasis in the development of a historical perspective is reflected in the outline of communicative functions. Students first gain information about facts and events, then about opinions and attitudes, and finally about feelings. As students are reading and thinking about the ancient world, cross-cultural parallels need to be pointed out, and opinions, attitudes, and feelings as they apply to the modern world need to be explored.

It is my experience that the short path to the simple and precise English needed by a man of science lies through the tongues of Homer and Vergil. — Henry Crew

ARCHITECTURE AND ART

Thousands of visitors have walked among the ruins of the Forum in Rome or climbed the Acropolis in Athens. We have a curiosity and fascination with the material evidence of past civilizations. Students of Latin have a special opportunity to study and observe the art and architecture of the Greco-Roman world. Archaeology has brought the ancient world to light in a way unmatched by anything except the written word. When that written word can be blended with a study of the material remains, exciting cultural insights will be the result. Art, architecture, and artifacts can provide students with the evidence of the physical world that the Romans inhabited. Since archaeological excavation is an ongoing process, students can come to see that, while our knowledge of the Romans is extensive, we are still learning more as the secrets of the ancient earth are uncovered.

In developing awareness of art and architecture, a teacher is also developing awareness of public and private life among the Romans. The threads of art and architecture cannot and should not be fully separated from the fabric of Greco-Roman culture. The study of art and architecture pervades many of the topics listed on p. 14. In addition to the subtopics listed under the topic *Architecture and Art* (p. 15, sites, buildings, sculpture, painting, mosaics), a study of art and architecture encompasses the following topics and subtopics.

House and family – house, apartment, country home, rooms, furnishings, garden
Physical environment – geography, topography, city and town, province and country, natural catastrophes
Earning a living – occupations
Leisure – recreation and baths, athletics, holidays, circus, arena, theater
Travel – roads, modes of travel
Politics and government – personalities, public services (sewers, aqueducts, bridges)
Social life and economic life – shops, commerce and trade, coinage
Religion – deities, functions and attributes, traditions and customs, festivals, religious events, augury, sacrifice
Myths and legends – gods, goddesses, heroes, meaning and interpretation

Different aspects of art, architecture, and artifacts are to be introduced and stressed at different levels in the study of Latin. This will be dictated in part by the textbook series that is used. Readings in Latin based on the lives of Roman families provide an opportunity to introduce the art, architecture, and artifacts of the Roman house at an early stage. Slides of the remains of real Roman houses from Pompeii and elsewhere are readily available; so too are excellent illustrations in books on the Romans and their world. Students in the beginning level of Latin study (Checkpoint A) will learn about city houses and country homes and about civic centers and buildings associated with the public life of the Romans. Readings can be easily connected with projects that add a visual reality for the students.

At the intermediate Level (Checkpoint B), further acquaintance with art and architecture can be tied in with whatever the students are reading. A student reading about life in the provinces should see the remains of the Roman world in the provinces, whether that province is Gaul, Britain, North Africa, or Greece. When a student reads about life in Pompeii, whether in composed Latin at the elementary level or in an adaptation of Pliny's letters at the intermediate level, that student should see what we know of Pompeii today and how text and archaeological reality interconnect.

At the advanced level (Checkpoint C), as students read selections from ancient authors, material from the realms of art, architecture, and artifacts can be used to supplement the text and bring it to life. If a class is reading an oration of Cicero, the students should study in detail where that speech was made and the physical circumstances of the occasion. Selections from Cicero's orations against Verres afford the ideal opportunity to view life in Syracuse, a Greek colony in Sicily. When reading selections from the *Aeneid*, students should develop a keen sense of how the standards and ideals of Augustan Rome were displayed in public monuments, such as the *Ara Pacis*. The key element is to link situation and function with as many topics as are appropriate. This kind of synthesis is not new in the Latin classroom; this syllabus, however, analyzes the elements in order that they may be even more systematically integrated at the different stages in the development of the Latin curriculum. A fully developed curriculum will consciously plan the interconnections of topics, situations, and functions to provide for the growing development of the students' language skills and cultural awareness.

LITERATURE

Reading Latin is the source from which the activities of the classroom naturally flow. When students read Latin literature, they are communicating in the most direct way possible with the ancient world.

All authentic written materials in Latin are a part of the corpus of Latin literature. Inscriptions, graffiti, light verse, and curse tablets convey important cultural or historical information, whether or not the author considered the writing as literary. Authentic materials need not be limited to authors of Latin prose and poetry, such as Caesar, Cicero, and Vergil, although they will continue to provide a focus for serious literary study.

Beginning Latin students (Checkpoint A) may experience literature in three ways: in the original Latin, in an adapted Latin version, or in English translation. At this level, students can read inscriptions, *defixiones*, graffiti, and coins in their original form. These are most usefully presented as a supplement to textbook material. For example, if a character in a textbook story dies or if a textbook contains a reading in English about Roman funerals, students could be introduced to a few authentic inscriptions from Roman tombs. Such inscriptions would provide an opportunity to review the dative case, to expand the students' vocabulary (e.g., *vir* as "husband" as well as "man"), to discuss the concept of *manes*, and perhaps to discuss the role of women in Roman society.

Many textbooks contain readings that have been adapted for beginning students from the works of Latin authors. When working on such a reading, students should learn the name of the author from whom the story was adapted and perhaps a few facts about him. Most of the reading at the beginning level will be Latin composed for the acquisition of content and language skills. Connected passages of culturally relevant materials to which beginning students can relate personally will best serve the purposes of Latin for communication.

Readings in translation may be used as a supplement to Latin readings. For example, if a textbook contains a Latin reading about a family burned out of a Roman apartment house (*insula*), the teacher might present selections in English from Martial or Juvenal that describe the dangers of urban life.

As students progress to the intermediate stages of Latin study (Checkpoint B), adapted passages will be closer to the original texts. More complicated inscriptions and graffiti may be read. Students at this level should be guided into a selection of continuous prose. Authors whose works are often adapted for intermediate use include Livy, Eutropius, Aulus Gellius, and Cornelius Nepos. Caesar and Cicero continue to be appropriate for intermediate students, initially in adapted form, unadapted after practice and preparation. Most classical authors at this level will need to be adapted, at least initially. There are a few authors, especially from the medieval period, whose works are suitable in unadapted form.

If the students read an abridged, simplified play by Plautus, they will learn who Plautus was, how Roman comedy developed from Greek models, and something about the conditions of Plautus' time. They will also have a chance to expand their understanding of the role of slaves in Roman society and to see whether the Roman concept of humor matches that of the twentieth century.

The work of advanced-level Latin students (Checkpoint C) consists primarily of reading unadapted Latin authors. Caesar, Cicero, Pliny, Sallust, Nepos, Livy, and perhaps even Tacitus, Quintilian, and Petronius may provide prose suitable for this level. Vergil, Catullus, Ovid, Horace, and perhaps Martial, Propertius, and Juvenal may provide poetry suitable for intense literary study for advanced students.

Culturally relevant composed Latin and authentic literary and nonliterary materials, adapted and unadapted, are the focus of activities in the Latin classroom.

The terms used in the scientific world are largely, and in some sciences almost exclusively, derived from the classics.
– Bernard Walker

A victim of the eruption of Mt. Vesuvius, 79 A.D., Pompeii

LEARNING OUTCOMES – THE CHECKPOINTS

The following graphics regroup the components of communication by checkpoints. These graphics provide an overview of the topics, situations, functions, and proficiencies at each of the three checkpoints.

A

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of the body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, birth, childhood, coming of age

PHYSICAL ENVIRONMENT: geography, city and town, weather, plants and animals

MEAL TAKING, FOOD AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life

EARNING A LIVING: occupations

LEISURE: recreation and baths, athletics, holidays, circus, arena

TRAVEL: roads

POLITICS AND GOVERNMENT: personalities

SOCIAL STRUCTURE AND ECONOMIC LIFE: class structure, shops

RELIGION: deities, functions and attributes, traditions and customs, festivals

ARCHITECTURE AND ART: buildings

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales

SITUATIONS

READING

Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)

Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)

Reads Latin phrases and abbreviations used in English (Latin/English)

Reads with understanding words of Latin origin in English (English)

LISTENING

Recognizes classical or ecclesiastical pronunciation (Latin)

Understands spoken Latin in classroom situations (Latin)

Understands Latin phrases used in English (Latin/English)

Understands English words and ideas associated with classical origins (English)

SPEAKING

Produces orally the classical or ecclesiastical sound system (Latin)

Reads prose aloud (Latin)

Uses Latin with peers and teacher in classroom situations (Latin)

WRITING

Writes Latin responses to oral or written stimuli (Latin)

Writes in English the general or specific meaning of Latin passages (Latin/English)

FUNCTIONS

To gain information in *Latin* about:

- facts
- events

To aid communication in *English* through:

- language skills
- content and idea

PROFICIENCIES

READING

Understands the simple connected materials composed for acquisition of content and/or language skills

Begins to develop an understanding of Latin grammar in context and to recognize some general principles of grammar

Begins to show the ability to deduce meaning from context

LISTENING

Recognizes the sounds of the Latin language

Comprehends simple spoken Latin statements and questions based on classroom situations and Latin questions based on reading or visual/oral stimuli

Begins to recognize and appreciate phrase grouping, voice inflection, and meaningful expression when simple Latin is read aloud

SPEAKING

Repeats correctly words or phrases spoken by the teacher

Reads aloud, with generally correct pronunciation, texts with familiar vocabulary

Responds to simple oral stimuli in the classroom situation and to questions based on reading passages

WRITING

Writes simple Latin in response to oral or written stimuli in a classroom situation

Responds in simple written Latin and in English to questions based on Latin reading or visual/oral stimuli

Writes simple connected Latin as read aloud by the teacher

Expresses in written English the meaning of simple composed passages of Latin

LANGUAGE SKILLS

Begins to demonstrate a knowledge of basic Latin vocabulary and an awareness of Latin roots in English

Begins to demonstrate a knowledge of some elements of Latin grammar and English grammar by comparison and contrast

Begins to demonstrate a knowledge of wordbuilding in Latin and in English through a study of Latin prefixes and suffixes

Understands simple Latin phrases and abbreviations in English

CULTURAL AWARENESS

Has knowledge of some aspects of Greco-Roman culture and selected facts of daily life, myths, history, and architecture and recognizes manifestations of them in the modern world

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of the body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, birth, childhood, coming of age, **marriage, family life**

PHYSICAL ENVIRONMENT: geography, **topography,** city and town, **province and country,** weather, **natural catastrophes,** plants and animals, **calendar, time**

MEAL TAKING, FOOD AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life, **structure and curriculum, literature, oratory and rhetoric**

EARNING A LIVING: occupations, **preparation and training**

LEISURE: recreation and baths, athletics, holidays, circus, arena

TRAVEL: roads, **modes of travel, inns, host-guest, mail and letter writing**

POLITICS AND GOVERNMENT: personalities, **government organization, political issues, the military, public services (sewers, aqueducts, bridges), law**

SOCIAL STRUCTURE AND ECONOMIC LIFE: class structure, shops, **commerce and trade**

RELIGION: deities, functions and attributes, traditions and customs, festivals, **religious events**

ARCHITECTURE AND ART: buildings, **sites and city planning**

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales

Each checkpoint contains all the topics, situations, and functions from the previous checkpoint; topics, situations, and functions that are new to the checkpoint are in bold print.

SITUATIONS

READING

Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)

Reads with general and specific comprehension adapted Latin authors (Latin)

Reads with general and specific comprehension Latin prose authors (Latin)

Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)

Reads Latin phrases and abbreviations used in English (Latin/English)

Reads with understanding words of Latin origin in English (English)

LISTENING

Recognizes classical or ecclesiastical pronunciation (Latin)

Understands spoken Latin in classroom situations (Latin)

Understands Latin phrases used in English (Latin/English)

Understands English words and ideas associated with classical origins (English)

SPEAKING

Produces orally the classical or ecclesiastical sound system (Latin)

Reads prose aloud (Latin)

Uses Latin with peers and teacher in classroom situations (Latin)

Uses conversational and formal English that incorporates Latin elements (prefixes, bases, suffixes) (English)

WRITING

Writes Latin responses to oral or written stimuli (Latin)

Writes in English the general or specific meaning of Latin passages (Latin/English)

Writes English that incorporates Latin elements (prefixes, bases, suffixes) (English)

FUNCTIONS

To gain information in *Latin* about:

- facts
- events
- opinions

To aid communication in *English* through:

- language skills
- content and idea

PROFICIENCIES

READING

Understands composed Latin and passages adapted from Latin authors – General and specific comprehension is limited to selected passages in familiar Latin sentence patterns – The ability to deduce meaning is increased

Has an increased knowledge of Latin grammar in context

LISTENING

Comprehends simple spoken Latin statements and questions based on a classroom situation or a simple Latin passage read aloud because of an increased familiarity with the sounds, words, forms of expression, and phrase grouping of the Latin language

SPEAKING

Reads familiar Latin aloud with accurate pronunciation, appropriate phrase grouping, voice inflection, and expression in classroom situations

Responds to oral stimuli in the classroom situation and to oral or written questions based on reading passages

WRITING

Responds in simple written Latin and in English to questions based on composed Latin passages adapted from Latin authors

Expresses in written English the general or specific meaning of a passage adapted from a Latin author

LANGUAGE SKILLS

Has a knowledge of basic Latin vocabulary and an increased English vocabulary based on Latin

Has an increased knowledge of Latin grammar and a correspondingly increased knowledge of English grammar

Derives meaning in English and in Latin based on an increased knowledge of wordbuilding

Has an increased knowledge of Latin phrases, mottoes, and abbreviations in common English usage

CULTURAL AWARENESS

Has an increased knowledge of selected facts of Greco-Roman myths and legends, architecture and art, and of their influence on subsequent civilizations

Has knowledge of some aspects of Roman daily life, history and public life, and of their influence on the modern world

Begins to develop a knowledge of some facts of Latin literature, some authors, and some techniques of style and can apply some of these facts to the Western literary tradition

C

TOPICS

PERSONAL IDENTIFICATION: names, sex, age, nationality, occupation, physical characteristics and parts of the body, health, clothing, character

HOUSE AND FAMILY: house, apartment, country home, rooms, furnishings, garden, family members, birth, childhood, coming of age, marriage, family life, **death and funerals**

PHYSICAL ENVIRONMENT: geography, topography, city and town, province and country, weather, natural catastrophes, plants and animals, calendar, time

MEAL TAKING, FOOD AND DRINK: everyday family fare, banquets

EDUCATIONAL SYSTEM: number system, school life, structure and curriculum, literature, oratory and rhetoric, **philosophy**

EARNING A LIVING: occupations, preparation and training

LEISURE: recreation and baths, athletics, holidays, circus, arena, **theater**

TRAVEL: roads, modes of travel, inns, host-guest, mail and letter writing

POLITICS AND GOVERNMENT: personalities, government organization, public services (sewers, aqueducts, bridges), political issues, the military, law

SOCIAL STRUCTURE AND ECONOMIC LIFE: class structure, shops, commerce and trade, **coinage**

RELIGION: deities, functions and attributes, traditions and customs, festivals, religious events, **augury, sacrifice**

ARCHITECTURE AND ART: buildings, sites and city planning, **sculpture, painting, mosaics**

MYTHS AND LEGENDS: gods and goddesses, heroes, traditional oral tales, **meaning and interpretation**

Each checkpoint contains all the topics, situations, and functions from the previous checkpoint; topics, situations, and functions that are new to the checkpoint are in bold print.

SITUATIONS

READING

Reads with understanding Latin composed for acquisition of content and/or language skills (Latin)

Reads with general and specific comprehension adapted Latin authors (Latin)

Reads with general and specific comprehension Latin prose authors

Reads with general and specific comprehension Latin authors of poetry (Latin)

Reads Latin phrases and abbreviations in inscriptions, monuments, and records (Latin)

Reads Latin phrases and abbreviations used in English (Latin/English)

Reads with understanding words of Latin origin in English (English)

LISTENING

Recognizes classical or ecclesiastical pronunciation (Latin)

Understands spoken Latin in classroom situations (Latin)

Understands Latin phrases used in English (Latin/English)

Understands English words and ideas associated with classical origins (English)

SPEAKING

Produces orally the classical or ecclesiastical sound system (Latin)

Reads prose aloud (Latin)

Reads poetry aloud (Latin)

Uses Latin with peers and teacher in classroom situations (Latin)

Uses Latin terms in English speech and conversation (Latin/English)

Uses conversational and formal English that incorporates Latin elements (prefixes, bases, suffixes) (English)

WRITING

Writes Latin responses to oral or written stimuli (Latin)

Writes in English the general or specific meaning of Latin passages (Latin/English)

Writes English that incorporates Latin elements (prefixes, bases, suffixes) (English)

Writes English using Latin influences in words, structures, and ideas (English)

FUNCTIONS

To gain information in *Latin* about:

- facts
- events
- **opinions**
- **attitudes**
- **feelings**

To gain access to literary texts in *Latin*

To aid communication in *English* through:

- language skills
- content and idea
- **style**

PROFICIENCIES

READING

Reads and understands selected authors of prose and poetry with some assistance

Separates main ideas from lesser ones and uses that distinction to advance understanding of the material

Analyzes Latin grammar in context

Recognizes features of an author's style

LISTENING

Recognizes and appreciates the artistic merits of oral Latin prose and poetry when read aloud

Distinguishes between classical and ecclesiastical pronunciation

SPEAKING

Reads Latin prose and poetry with attention to features such as the correct metrical structure

Reads with appropriate phrase grouping, voice inflection, and expression

WRITING

Expresses in English the general meaning of Latin passages of prose or poetry, assisted by glosses

Expresses in English the specific meaning of a Latin passage of prose and poetry, assisted by glosses

LANGUAGE SKILLS

Demonstrates a knowledge of Latin vocabulary and an increased English vocabulary based on it

Demonstrates a knowledge of Latin grammar and English structure by comparison and contrast

Demonstrates an increased knowledge of derivation and word study

CULTURAL AWARENESS

Demonstrates a knowledge of selected facts of Greco-Roman daily life, myths and legends, history and public life, and architecture and art, and of their influence on subsequent civilizations

Demonstrates an understanding of some literary genres, some authors, and some techniques of style and can make comparisons with those of the modern Western literary tradition

Doric temple with interior Ionic frieze, Paestum

CURRICULUM DEVELOPMENT

AN OVERVIEW

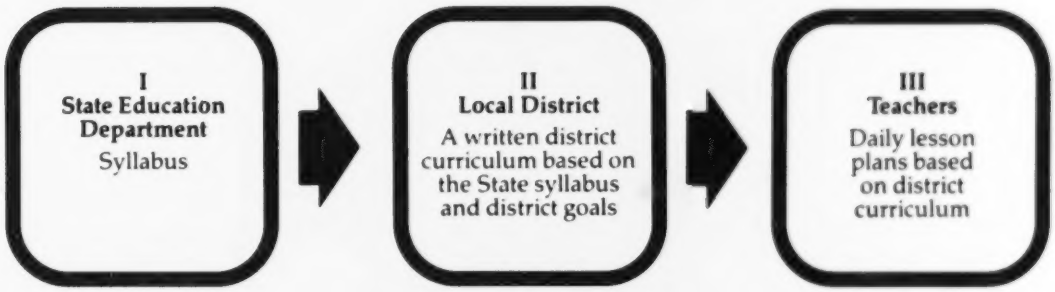
Curriculum development takes place at the State, regional, district, and classroom levels. It consists of three major categories of activities:

I State level – development of a syllabus which contains statements of goals and learning outcomes;

II District level – development of a written curriculum based on the State syllabus;

III Classroom level – development of courses of study with units and daily lessons based on the district's curriculum.

These activities are shown below:



CURRICULUM DEVELOPMENT AT THE LOCAL LEVEL

Curriculum development at the local level should involve classroom teachers, special education teachers, supervisors, administrators, and chairpersons; it may involve parents, members of the community, and students as well. The task is to design a foreign language program that is directed toward the systematic accomplishment of the goals provided by the Regents, the foreign language syllabus, and the local board of education. Professional organizations of foreign language teachers can be a valuable asset to planning and facilitating program development. The total program should be articulated at the local level in order to provide continuity for students' growth and development over the period of years covered by the program.

The process of curriculum development involves planned, sequential activities that require the commitment of time and of human and financial resources from the district. The objective is to provide a written document with the following parts:

- a statement of philosophy regarding foreign language study for the district
- broad goals for the program based on the syllabus goals and the district's goals
- a scope and sequence for content and skills to be taught K-12 if the program begins in the elementary school
- learning outcomes and objectives to be achieved at predetermined checkpoints
- model or suggested teaching/learning activities
- evaluation strategies based on the syllabus and the district curriculum
- ideas for modifying instructional methods and materials for students with handicapping conditions
- ways to assess growth and achievement of students with handicapping conditions.

The importance of curriculum development at the local level cannot be underestimated. The curriculum is the link between the State syllabus and the classroom teacher. A written district- wide curriculum serves the following purposes:

- It informs the Board of Education, administrators, teachers, and the community about the program.
- It is the basis for district-wide financial and educational decisions about instructional methods and materials, resources for learning experiences, grouping arrangements, time allocations, staff development, and supervision.
- It is the basis for development of courses of study and daily lesson plans.
- It provides continuity and direction for teachers' efforts at all levels.
- It provides strategies for systematic assessment of student achievement.
- It ties together the critical elements of learner outcomes, learning experiences, and evaluation.
- It ensures that the teacher's creative efforts and unique contributions to students are made part of a larger design.

School districts may wish to work cooperatively in this effort. One way to do this is through the COSER (Cooperative Service) development process of BOCES (Board of Cooperative Educational Services), which enables several districts to work together on a mutually agreeable curriculum project. Districts may wish to examine other regional consortium possibilities, which might involve colleges, universities, and/or regional or state language associations as means for bringing interested districts into a common curriculum project.

Human destiny hinges upon the accuracy of thought transmission. – Joseph G. Brin

IMPLICATIONS FOR INSTRUCTION

The stated purpose of this syllabus is to identify the goals of second language instruction in New York State and the components of intended learning outcomes in order to enable school districts to meet the second language requirements as specified by the Board of Regents. Since the goals call for a significant change in the nature of second language programs, and since the components of intended learning outcomes clearly imply a change of emphasis in second language teaching and learning, the syllabus contains important implications for the instructional process. It is not within the domain of this syllabus to specify a particular curriculum, and it would not be appropriate to suggest specific materials, either commercially prepared or otherwise. These decisions are and should remain the responsibility of individual school districts so that curriculum and materials will reflect their available resources and particular needs, as long as the goals of this syllabus are met. However, this document does contain important implications for instruction. A discussion of some of those implications is offered below.

Under the mandate of the Board of Regents, virtually all students will be enrolled in second language classes. As a result, it will be increasingly necessary for teachers to formulate instructional objectives and create lessons and materials that will accommodate the learning styles and abilities of a diverse student population. Instructional techniques, materials, and assessment tools may need to be modified so that students with handicapping conditions, for example, will have alternative ways to demonstrate their proficiencies without being limited by their handicaps. Students who have difficulty reading and writing in English will need special attention, and instructional objectives and techniques will have to be structured in such a way as to maximize their chances for success. Much of this, of course, depends upon the resourcefulness and sensitivity of the classroom teacher.

Junior Classical League Convention, Binghamton, NY

Reading

The ideal in learning a second language is direct comprehension of that language without an intermediate process of equating elements of the second language with elements of the native language. Such mastery requires extensive study and practice as well as support from listening/speaking skills. It cannot be expected that the new students will be cut off from the native tongue and work in the new medium without some intermediate steps. Indeed, it may be that the absolute ideal is rarely reached in Latin, but the goal can be more nearly attained if the new students are taught to read Latin in the Latin word order, going through the steps to comprehension somewhat as a native speaker of Latin may very likely have had to do.

Even at the earliest stage of the development of the reading skill, while students are working on carefully structured prose consistent with the aspects of language that they have learned so far, they should be encouraged to look at short excerpts of authentic texts accompanied by visual cues for the purpose of identifying known and as yet unknown features of language and of guessing at the topic if not the general meaning of the text. As their level of development in reading increases, the extent to which they are asked to read authentic texts should also be increased.

The formal teaching of grammatical structures has traditionally occupied a large segment of the Latin program, and grammar should continue to be addressed as a functional aid to reading, as a vehicle for recognizing general patterns of linguistic structure, and as a working model for organizing information. Language skills such as grammar and vocabulary are communicative building blocks in Latin and in English. They are also the building blocks of learning other foreign languages.

Listening

Latin is a language meant to be heard and spoken. Imagine the Forum alive with the sounds of commerce, the speeches of politicians, the noise of gossip. The living language of the orator was the foundation of higher education. The recitation of poetry published the sounds of an active literature. Through the Middle Ages, the songs and chants of the church used a pronunciation different from the sounds Cicero spoke. The singing and the listening continued through the ages, influenced by national and regional speech patterns until finally, by the nineteenth century, a cacophony of different pronunciations confused teachers and students and made them deaf to the sounds of Latin.

Scholars interested in restoring the pronunciation of Caesar and Cicero to the ears of modern students of Latin have successfully standardized the pronunciation of Latin. Indeed, the pronunciation did change through the years, and a pronunciation appropriate for reading a speech of Cicero is not necessarily appropriate for choral performance of a Latin Mass. The restored classical pronunciation and the ecclesiastical pronunciation now exist together, each appropriate to its historical context. As students begin the language, they need not be confused by two distinct pronunciations, or gradients thereof, but as their study advances, Latin students should begin to recognize the differences and appreciate the changes in sound as the language developed.

The listening skill is a means to an end: reading. Reading, however, in the ancient world meant reading aloud. "Don't move your lips when you read" is an admonition of recent invention. Group reading and choral recitation are teaching techniques—even a literary genre (e.g., the wedding hymns of Catullus)—and are to be encouraged in the study of Latin.

Student in oratorical competition, Junior Classical League

Speaking

The productive skill of speaking is the complement of the receptive skill of listening. Reading aloud is an important step in developing a feeling for phrasing, balance, and rhythm as an aid to attaining comprehension. It is necessary to clarify the term "speaking skill" in Latin. Usually it means oral production: reading aloud and repeating. Actual interaction on the listening-speaking level will be limited to very basic conversations in the classroom as a support mainly to the reading skill. Reading the orations of Cicero or the poetry of Vergil is an incomplete aesthetic experience if those works are not read aloud with their intended patterns of prose and poetry. There is evidence to support the idea that fluency in reading can be appreciably aided when students have simultaneous practice in listening and speaking. Dramatizations, word games, and dialogues create communicative life situations that bring the ancient world to life.

Writing

Taking dictation in Latin, writing exercises, and even composing creative compositions should be encouraged as an aid to reading skills. Writing skills in English can be enhanced considerably by a knowledge of Latin. Connections should be actively made and the transfer of language skills learned through Latin should be consciously developed and applied to English.

Language Skills

The transfer of language skills from Latin to English has long been recognized by Latin teachers and appreciated by their students. The expansion of a student's English vocabulary with words derived from Latin, improvement of skills of reading, spelling, and grammar, and higher scores on standardized tests of reading, vocabulary, and language skills are claims that in recent years have been substantiated by research and experimentation.

Cultural Awareness

The history, myths, art, architecture, literature, law, and a myriad of customs and traditions of the ancient world have profoundly influenced the modern world and are the part of Latin study that lives in the mind of a student far after third declension and the ablative absolute fade.

Latin can provide substance to the cognitive process—the facts of history, the content of myth, the substance of art and architecture through archaeology, sports, the theater, literature, and details as basic as the food of the Romans and its preparation and the clothes they wore. Cultural themes pervade the total content of instruction and are best integrated into the fabric of reading in a communicative setting.

A final objective of an integrated study of culture in the Latin classroom is aesthetic appreciation, sometimes of a nonverbal nature. The recognition of a Corinthian column, the increased awareness and basis of comparison of art in many media, a sensitivity to the sounds of rhetoric and poetry based in ancient oratory and song are a part of the feelings, tastes, and even smells that will last with the student of Latin.

The cultural aspect of the total program must be deliberate and carefully considered. Pervading themes of language and culture—themes of skills, content, and aesthetic spirit—do not come automatically from a textbook or from translating a Latin author. They come from an inspired teacher, from a carefully developed program, and from a variety of sources and materials integrated into the special definition of Latin for communication.

Students in costume competition, Junior Classical League

The following classroom situation illustrates how the elements of Latin for communication are integrated in a lesson consonant with its goals:

The class is presented with a Roman coin. This particular coin is a denarius of 44 B.C. containing on the obverse a portrait head of Julius Caesar with the inscription CAES. DICT. PERPETUO and on the reverse a statue of Venus holding a winged victory, and the inscription L. BUCA. The learning situation integrates the elements as delineated in the syllabus:

LEARNING LATIN: COMPONENTS OF COMMUNICATION

Topics – The coin is a denarius. It contains the name *CAES*, an abbreviation of C. (Gaius) Julius Caesar (praenomen, nomen, and cognomen) and the name of the moneyer, L.(Lucius) Buca. It was minted in the year of Caesar's assassination (the Ides of March, 44 B.C.). The portrait bust of Caesar illustrates his "Roman nose," and although his bald head is covered with a laurel crown, we are reminded, by Suetonius, that Caesar was prone to wear the laurel crown, a symbol awarded to him on the assumption of the title *DICT. PERPETUO* (Dictator Perpetuo), because it covered his baldness. Ordinarily the dictatorship was a six-month's position, but Caesar, in obtaining it for life, lays the groundwork for the position of emperor and sets the stage for a major change in government, from republic to empire. Marcus Antonius, Octavius (the future Augustus), and Cleopatra all play vital roles in the history.

The reverse of the coin contains a representation of the goddess Venus holding a statue of Nike (winged victory) in her hand. Venus Genetrix is the mother of all Romans, the mother of Aeneas its founder, and the grandmother of Iulus (Ascanius). Vergil links Iulus' name to *Ilium* (Troy). Iulus is the founder of the *gens Iulia*, from which Julius Caesar derives his name and from which the divine origin of Roman emperors can be traced.

The following topics listed in the syllabus emerge from this piece of authentic material:

- Coinage
- Names
- Physical Characteristics
- Calendar
- Government Organization
- Political Issues
- Personalities
- Sculpture
- Gods and Goddesses
- Myth
- Meaning and Interpretation

Situations – Most often the communicative situation will involve reading a passage of composed Latin, adapted Latin, or unadapted authentic material. Such reading should be the core of a Latin program, as it often has been. The coin serves here only as an example in which the skills can flow freely among listening, speaking, reading, and writing.

The teacher might introduce the coin by saying, "Hic est nummus Romanus. In hoc nummo est pictura Iuli Caesaris. Quae verba sunt in hoc nummo?" The discussion will soon be conducted in English. The Suetonius passage on Caesar's physical characteristics might be read in an adapted form. The situation may turn to a writing assignment. Ultimately the students will be checked, orally or in writing, on what they have learned.

Roman coin (denarius), Julius Caesar, Venus and Nike

The following situations listed in the syllabus are elicited by using this piece of authentic material:

- Reads Latin ... in inscriptions ...
- Recognizes classical ... pronunciation ...
- Understands spoken Latin ...
- Produces orally the ... sound system ...
- Uses Latin with ... teacher ...
- Writes Latin responses ...

Functions – The functions or purposes of this particular communication are essentially the same as most communications in a classroom situation will be. They are the following:

- To gain information in LATIN about:
  facts
  events
  opinions
  attitudes
  feelings
- To gain access to literary texts (authentic material) in LATIN
- To aid communication in ENGLISH through:
  language skills
  content and idea
  style

Proficiencies – The coin could be presented prerequisite to Checkpoint A (Level I, grades 5, 6, 7, 8, or 9), Checkpoint B (Level III), or Checkpoint C (Level V). Proficiencies at different checkpoints will vary, but a survey of the proficiencies will show that some level of competence can be attained in each of the following categories:

- Reading
- Writing
- Language Skills
- Listening
- Speaking
- Cultural Awareness

LANGUAGE SKILLS

As students begin to learn Latin in a setting in which the topics, situations, and functions are the communicative focus, certain language skills necessarily develop: Latin vocabulary, Latin grammar, derivation and word-building skills in Latin and English, English vocabulary, English grammar, and a knowledge of language patterns that can be transferred to subsequent foreign language learning. Even from the few words on the Roman coin some language skills can be developed. *Dictator,* for example, comes from *dico* (say) and the suffix *-tor* (one who); *perpetuo* comes from *peto* (seek) and the prefix *per-* (thoroughly). The two Latin words give us the English *dictator* and *perpetual,* and the verb roots yield a list of related English words. *Caesar* comes to the modern foreign languages as *kaiser, czar,* and *tsar.*

Perpetuo is an irregularly formed adverb. Language skills need to be consciously developed and meaningfully extracted from communicative activities that center on authentic or adapted materials. Language skills development will begin in Latin, continue to English, and culminate in a general perception of linguistic concepts transferable to the learning of other languages. The following language skills can be developed from the Roman coin example:

- Grammar
- Vocabulary
- Derivation
- Word Study

CULTURAL AWARENESS

Pervading "Learning Latin – The Components of Communication" are cultural elements that flow naturally from the authentic material. Many cultural elements are gleaned directly from the topics of communication. It is necessary to develop consciously a cultural awareness and to link the communicative message of the past with the present. Some students will wear *Nike* on their feet. Some will want to know that her statue is a prized possession of the Louvre, as is the Venus di Milo. The coin can be linked to Suetonius' description of Caesar, to a passage in Latin or in English on Caesar, or to Caesar's literary works. A wealth of cultural material is contained on the coin in the following areas mentioned in the syllabus:

- Daily Life
- History and Public Life
- Literature
- Myths and Legends
- Architecture and Art

It is the integration of the components of communication (topics, situations, functions, and proficiencies) with the development of language skills and cultural awareness that characterizes the teaching of Latin for communication. These combinations determine the learning outcomes. The combinations are endless and exciting. Most often the communication will be initiated by a reading passage rather than by a coin or an art object. The focus of the communication as suggested here, whether it be text, art object, or a Latin inscription of a modern building down the street, will be on the ancient world through a direct line of communication. From this focus, necessities such as grammar and vocabulary evolve naturally.

Students in chariot race competition,
Junior Classical League

INTERDISCIPLINARY ACTIVITIES

Study of the Latin language and of Greco-Roman culture involves almost every area of civilization that touches students and the school curriculum, everything from philosophy to physical education. The antecedents of the English language, the Romance languages, Western history, art, architecture, music, theater, theoretical science, mathematics, law, government, athletics, food preparation, clothing, and a thousand customs of daily life, all are part of the Greco-Roman world. When teachers and students can work creatively in a setting that is conducive to interdisciplinary cooperation, better learning and teaching occur.

Depending on the needs and talents of students and teacher, one might offer a unit on drama, the history of drama, Greek and Roman influence on modern drama, or coordinate the study with a school production involving the drama coach and the English department. The reading of Shakespeare's *Julius Caesar* builds bridges between Latin and English instruction. A topic of grammar, a vocabulary building unit, or a study of literary devices of rhetoric, poetry, or style is reinforced by simultaneous study in English and a second language. Projects of food and clothing can be coordinated with the home economics department, art projects with the art department, and the study of musical forms as well as actual performances with the music department.

A valuable resource in facilitating interdisciplinary activity is the Junior Classical League, the student organization of the American Classical League.

New York State Junior Classical League
Elaine Tears, State Chair
Avoca Central Schools
Oliver Street
Avoca, NY 14809

The national headquarters' address is:

Junior Classical League
American Classical League
Miami University
Oxford, Ohio 45046

The ill and unfitting choice of words wonderfully obstructs the understanding.
– Francis Bacon

The State and national organizations of the Junior Classical League sponsor conventions, newsletters, and activities that foster cooperation across the disciplines. Art, athletics, and academics are themes of competition at local, state, and national conventions. A full set of Olympic events, track and field, and swimming motivate the athletic Latin student. The mechanically inclined have the opportunity to build a Roman chariot, perhaps with the help of the industrial arts teacher, and the opportunity to race it with other "Roman" engineers. A poster, a painting, a sculpture of a model of a catapult can involve Latin students with the art department, and a first or second place ribbon won in competition will be a credit to the guidance of both disciplines. Tests in ancient history, mythology, Latin grammar, vocabulary, reading comprehension, daily life, Latin mottoes and abbreviations, all test the academic accomplishments of the Latin student, and many of the tests emphasize an interdisciplinary relationship. National examinations in Latin and Greek are jointly sponsored by the Junior Classical League and the American Classical League.

The Greco-Roman ideal of "mens sana in corpore sano" is a truly interdisciplinary concept that acknowledges the total education of a human being. The opportunities for interdisciplinary activities involving Latin and the Roman world are almost limitless. It only takes the creative teacher and the talented student to explore them.

Underground structure of an amphitheater, Puteoli:

TECHNOLOGY

Latin for communication emphasizes a direct line of communication to the past, an enrichment of communicative skills in the present, and a creative link to better communication in the future. Communication employs technology, from the scribe's pen to the computer keyboard and beyond. Technology of the modern world has provided us with a more comprehensive picture of the past than was known by those who lived it. Carbon dating, the scientific techniques of modern archaeology, tape-recorded studies of the oral transmission of poetry, computer analysis of patterns of word and rhythm, photography, x-ray, and a myriad of scientific marvels have aided the study of the ancient world.

This technology can also be an aid to the teacher and student of Latin.

A recent addition to the technological advances available to the classroom teacher is the microcomputer. The computer is a valuable tool for reinforcing classroom activity. Student use of the computer for drill and practice, the original strength of packaged programs, can free the teacher from time-consuming drill and provides the student with an interactive monitor that can check and reinforce knowledge. More sophisticated programs can serve as tutors. Creative programs can aid thinking.

The computer can help the teacher in providing a repository for record keeping, a file for testing, and a generator of visual material beyond the capabilities of pen and ditto machine. Commercial products are now available that can be updated, changed, and enlarged by the teacher. In many cases the computer-wise student may explain and teach the teacher how to use both the computer and the program.

Audiovisual aids enhance good teaching and motivate students, if the aids are skillfully integrated into the total program. Films, filmstrips, slides, recordings, videocassette recordings, transparencies, maps, replicas, posters, games, and puzzles all support instruction through technology.

Comprehensive up-to-date surveys of audiovisual materials, including computer software, are published by the Classical Association of the Atlantic States:

The Classical World
"Survey of Audio-visual Materials in the Classics"
Jerry Clack, Editor
Department of Classics
Duquesne University
Pittsburgh, PA 15282

The American Classical League provides a comprehensive network through which a large stockpile of professionally prepared and teacher-made materials are available to the classroom teacher:

American Classical League
Teaching Materials and Resource Center
Miami University
Oxford, Ohio 45056

The Classical Association of the Empire State provides within New York State a forum for teacher exchange and support on the State level. Resource materials aimed specifically at supporting the New York State syllabus, *Latin for Communication*, have been published:

CAES Teaching Handbooks
David Perry
Rye High School
Parsons Street
Rye, New York 10580

Communications technology has linked students in distant school districts with classes that their own districts are unable to offer. Electronic classrooms have been equipped with television cameras, monitors, and a two-way audio system, allowing TV pictures and sound to be transmitted between a classroom with a Latin teacher and a classroom without a Latin teacher. The two classes can thus share teaching and learning. Such "telelearning" or "distance-learning" successfully pools students from two or three districts to form a class that might not have been available otherwise.

Creative teachers and program planners will look to the devices of technology to free them for higher forms of teaching effectiveness. Effective teachers will look to technology for motivation. The ancient world will meet the modern in a technologically equipped classroom.

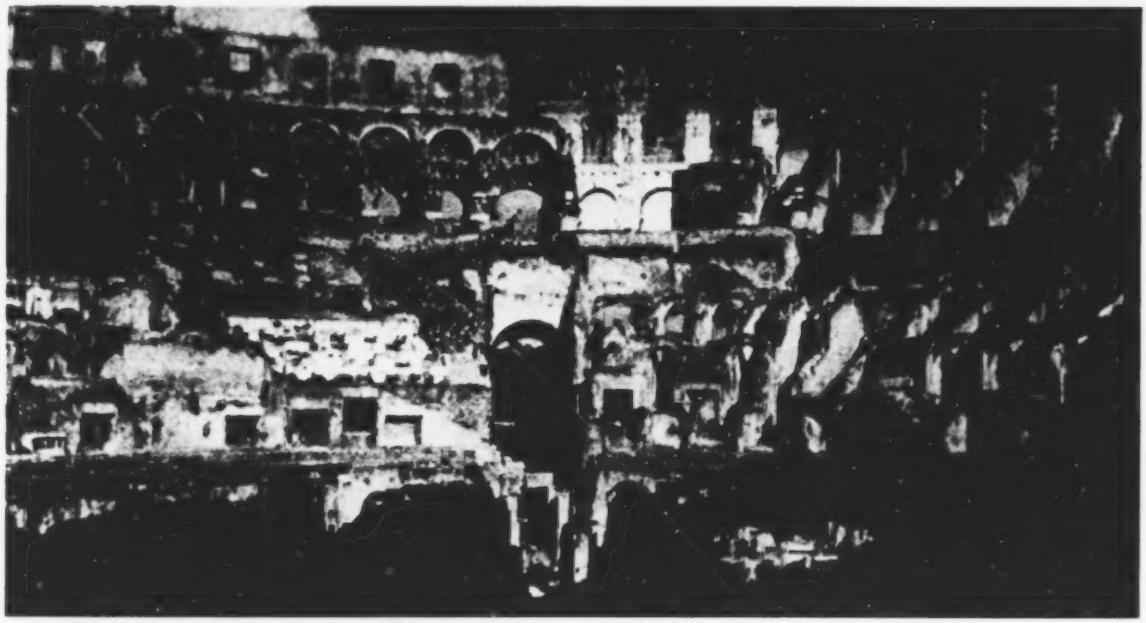
EVALUATION

Evaluation is essential because it aids the teacher in determining whether and to what extent the learning outcomes have been attained or the desired proficiency levels achieved. It enables the teacher to determine whether additional learning activities must be applied and what form those activities should have to be most effective either for a class as a whole or for individual students.

Recognizing that learning styles and time are both important factors in second language acquisition, provisions must be made to accommodate them in the evaluation of individual students. Evaluation, whether formal or informal, should be ongoing, but it should not intrude upon the natural flow of the development of communicative skills.

Teachers will want to employ many different kinds of techniques in evaluating student performance of the learning outcomes. These techniques may vary from the actual performance of the learning activities included in the unit to specially designed instruments that measure cumulatively the degree of proficiency attained in a given unit.

The purpose of the syllabus is not to prescribe any particular form of evaluation because there is no single best form. These decisions must be left to the individual school districts and teachers who will develop evaluative procedures based on their programs and the nature of the students they teach. It must be remembered, once again, that the evaluation should reflect the instructional unit and the communicative function on which it was based. Regardless of how it is done, the evaluation should enable students to show how well they understand and communicate meaning within the given situations and topics rather than concentrating primarily on the intricacies of structure and form. In constructing the evaluation procedures, teachers are encouraged to refer to the proficiency levels described in this syllabus.



Interior of Colosseum, Rome

APPENDIX A: CONTRIBUTORS, CONSULTANTS, AND BUREAU OF FOREIGN LANGUAGES EDUCATION

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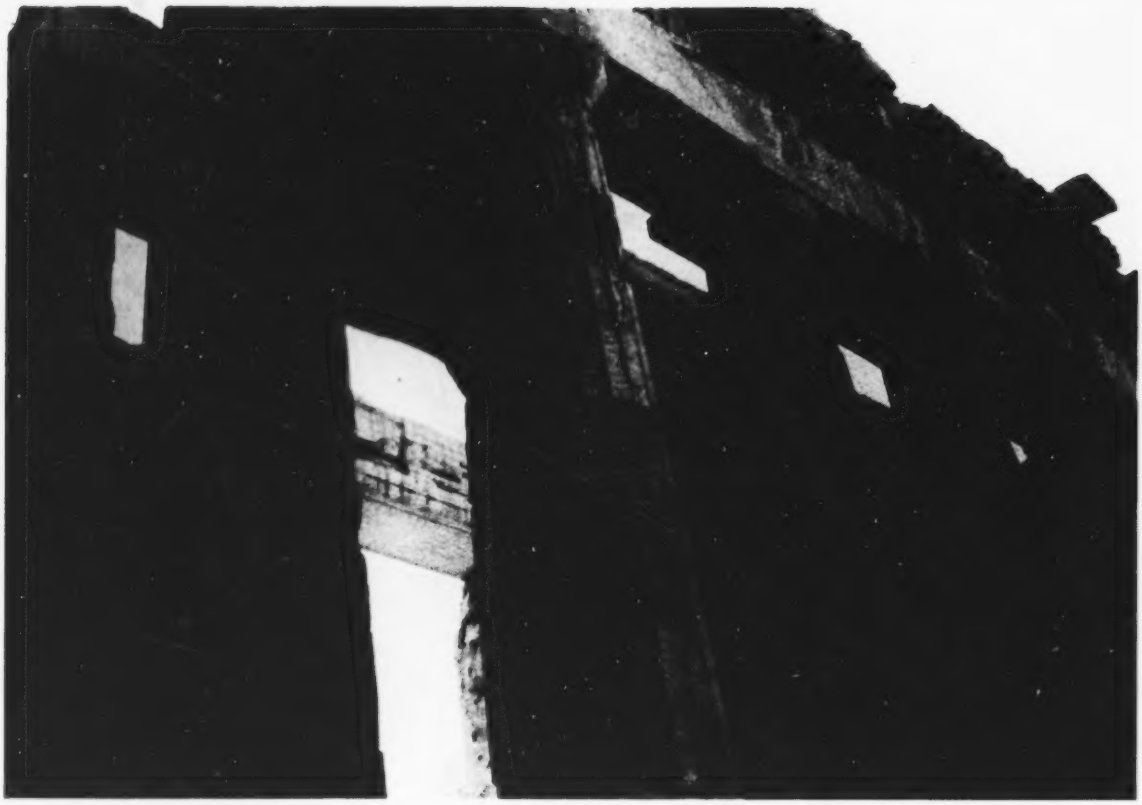

Doric Temple, Paestum

APPENDIX B: REGENTS GOALS AND SECOND LANGUAGE INSTRUCTION

1. **Each student will master communication and computation skills as a foundation to:**
   - 1.1 **Think logically and creatively.**
   - 1.2 **Apply reasoning skills to issues and problems.**
   - 1.3 **Comprehend written, spoken, and visual presentations in various media.**
   - 1.4 **Speak, listen to, read, and write clearly and effectively in English.**
   - 1.5 Perform basic mathematical calculations.
   - 1.6 **Speak, listen to, read, and write at least one language other than English.**
   - 1.7 Use current and developing technologies for academic and occupational pursuits.
   - 1.8 **Determine what information is needed for particular purposes and be able to acquire, organize, and use that information for those purposes.**

2. **Each student will learn methods of inquiry and knowledge gained through the following disciplines and use the methods and knowledge in interdisciplinary applications:**
   - 2.1 English language and literature.
   - 2.2 History and social science.
   - 2.3 Mathematics.
   - 2.4 Natural sciences and technology.
   - 2.5 **Language and literature in at least one language other than English.**

3. **Each student will acquire knowledge, understanding, and appreciation of the artistic, cultural, and intellectual accomplishments of civilization and develop the skills to express personal artistic talents. Areas include:**
   - 3.1 **Ways to develop knowledge and appreciation of the arts.**
   - 3.2 **Aesthetic judgments and the ability to apply them to works of art.**
   - 3.3 **Ability to use cultural resources of museums, libraries, theaters, historic sites, and performing arts groups.**
   - 3.4 **Ability to produce or perform works in at least one major art form.**
   - 3.5 **Materials, media, and history of major art forms.**
   - 3.6 **Understanding of the diversity of cultural heritages.**

4. **Each student will acquire knowledge about political, economic, and social institutions and procedures in this country and other countries. Included are:**
   - 4.1 **Knowledge of American political, economic, and social processes and policies at national, state, and local levels.**
   - 4.2 **Knowlege of political, economic, and social institutions and procedures in various nations; ability to compare the operation of such institutions; and understanding of the international interdependence of political, economic, social, cultural, and environmental systems.**

5. **Each student will respect and practice basic civic values and acquire the skills, knowledge, understanding, and attitudes necessary to participate in democratic self-government. Included are:**
   - 5.1 **Understanding and acceptance of the values of justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights.**
   - 5.2 **Respect for self, others, and property as integral to a self-governing, democratic society.**
   - 5.3 **Ability to apply reasoning skills and the process of democratic government to resolve societal problems and disputes.**

6. **Each student will develop the ability to understand and respect people of different race; sex; ability; cultural heritage; national origin; religion; and political, economic, and social background, and their values, beliefs and attitudes.**

7. Each student will acquire knowledge of the ecological consequences of choices in the use of the environment and natural resources.

8. Each student will develop general career skills, attitudes, and work habits and make a self-assessment of career prospects. Students not directly pursuing postsecondary education will acquire entry-level employment skills.

9. **Each student will learn knowledge, skills, and attitudes which enable development of:**
   - 9.1 **Self-esteem.**
   - 9.2 The ability to maintain physical, mental, and emotional health.
   - 9.3 Understanding of the ill effects of alcohol, tobacco, and other drugs.

10. **Each student will develop a commitment to lifetime learning with the capacity for undertaking new studies, synthesizing new knowledge and experience with the known, and refining the ability to judge.**

Temple of Poseidon, Sunium

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